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# GENERAL REPORT

ON

# PUBLIC INSTRUCTION

IN THE

# LOWER PROVINCES

OF THE

# BENGAL PRESIDENCY,

FOR

# 1858-59,

WITH APPENDIXES.

CALCUTTA:

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1860.

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# REPORT

OF

# THE OFFICIATING DIRECTOR

OF

# PUBLIC INSTRUCTION,

## *For the Year* 1858-59.

No. 1450.

FROM

THE OFFG. DIRECTOR OF PUBLIC INSTRUCTION,

To

E. H. LUSHINGTON, ESQ.,

*Off. Junior Secy. to the Govt. of Bengal.*

FORT WILLIAM, *dated 4th July* 1859.

SIR,

IN compliance with the requisitions contained in your letters No. 735, 1036 and 293, dated 15th April and 7th and 23rd June respectively, I now do myself the honor to transmit for submission to His Honor the Lieutenant Governor the following brief detail of the Proceedings of the Department of Education in the Lower Provinces for the year ending 30th April 1859.

2. I must preface this report, however, by stating that if His Honor looks for a highly interesting narrative, such as

a sketch of the proceedings of a Department, charged with such high and important functions as that over which I find myself accidentally presiding, ought to be, he will be much disappointed. I took charge of this Office but one week before the official year closed, and can promise him, therefore, little more than a detail of facts. Of none of the operations which I am about to detail was I myself a part, and being unacquainted in many instances with the views and intentions of the late Lieutenant Governor and the Officer for whom I am officiating, were I to attempt to amplify on the materials at my disposal, it is probable that by giving undue prominence to measures of small significance, or by passing lightly over others, which viewed as subservient to a general scheme should be invested with importance, I might give a false colouring to the whole.

3. Before entering on details I must ask permission to insert here the following extract of a despatch from the late Hon'ble the Court of Directors, which, though quoted in the last Annual Report, should be noticed in every report progress of this Department, as long as it remains in force.

"We desire that you will bear in mind the great financial "difficulties to which we are now exposed, and that you will "not on any account sanction any increase of expenditure "in any part of India in connection with Education, with-"out our authority previously obtained."

4. It is quite unnecessary to draw the attention of His Honor the Lieutenant Governor to the important bearing this resolution must have had on a department in the infancy of a five years growth, whose chief duty lay in the extension of operations barely commenced, and the only recognized mode of doing which was by grants of money from the public purse in aid of private exertions. But as this report may be read by others not equally well acquainted

with these circumstances, I have thought it my duty to the Officer whose *locum tenens* I am, and to the Department over which he presides, to give it the first and most prominent place in this report.

University.

5. The third University Entrance Examination was held in the month of March last. The number of Candidates that came up for examination last year* was 464; of these 29 passed in the 1st Division and 82 in the 2nd Division. This year 706 candidates presented themselves, of whom 107 passed in the 1st Division and 233 in the 2nd Division. This result is decidedly satisfactory, but it is proper however to remark that the authorities of the University, being of opinion that the Examiners of last year had fixed too high a standard, it was somewhat lowered this year. Of the 706 candidates who were examined 502 came up from Government Schools and 176 from aided, and private schools. Of the successful candidates 74 in the 1st and 164 in the 2nd Division were from the former class of schools, and in the 1st Division 15 and in the 2nd 63 were from the latter.

* *Entrance Examination*, 1857-58.

| | |
|---|---|
| Number of Candidates,.. .. | 464 |
| Passed 1st Grade, .. .. | 29 |
| Ditto 2nd ditto, .. .. | 82 |

*Entrance Examination*, 1858-59.

| | |
|---|---|
| Candidates Government Schools, | 502 |
| Passed 1st Grade, .. .. | 74 |
| Ditto 2nd ditto, .. .. | 164 |
| Candidates aided and Private Schools, .. .. .. | 176 |
| Passed 1st Grade, .. .. | 15 |
| Ditto 2nd ditto, .. .. | 62 |

28 School Masters who went up from Government and private schools have been excluded from these calculations.

6. I make this distinction with reluctance, for I prefer to look upon *all* schools, whether purely Government, aided by Government, or private, as component parts of one great institution, having one and the same philanthropic and elevated object in view, viz., the enlightenment of the people and working by the same means to attain it. But an idea

prevails in some quarters, indeed the fact has been stated in Parliament* that the secular education given in Government Schools, is inferior to that given in some others; the Officers of this department have felt themselves aggrieved thereat, and in justice to them I feel called upon to correct the error.

* See the Duke of Argyle's speech on Education in India, April 15th 1859.

7. Examsination for University degrees in the faculties of Arts and Law were also held in the months of March and April. For degrees in these faculties there were in Arts 20 candidates and in Law 21; of the former 10, and of the latter 3 passed, and have been duly gazetted. The Colleges from which they came up are as follows:

*Bachelor of Arts.*

| | |
|---|---|
| Presidency College, .. .. .. | (7) |
| Bishop's College, .. .. .. | (1) |
| Calcutta Free Church Institution, .. | (1) |
| Head Master aided School, .. .. | (1) |

*Bachelor of Law.*

| | |
|---|---|
| Presidency College, .. .. .. | (3) |

8. It may be thought that I have noticed too prominently the results of an Institution which publishes its own reports. I would mention, therefore, that as long as the University Entrance Examination is the test by which candidates for Junior Scholarship are tried, it will necessarily be the best index of the state of all our Anglo Vernacular Schools, and on this account the result should be carefully watched and annually chronicled in these reports.

9. His Honor is aware that a public despatch, dated the 18th August 1858, was received from the late Court of Directors, by the Government of India regarding the scheme of the University Committee, but as that document is of considerable importance I quote it here in extenso.

*Public Department, No.* 123, *dated London, the* 18*th August* 1858.

OUR GOVERNOR GENERAL OF INDIA IN COUNCIL.

"WITH your letter in this Department, dated 31st January (No. 4) 1857, you forward to us, with a copy of your Resolution thereon, the proceedings of the Committee appointed to prepare a scheme for the establishment of Universities in the Presidency towns of Calcutta, Madras, and Bombay.

2 "The Committee had been most wisely constituted on a broad and liberal basis, so as to include, in addition to the principal Officers connected with the administration of public affairs at Calcutta, other gentlemen, both European and Native, known to take a deep interest in the cause of education, many of whom are connected with educational institutions having different objects and characters. This constitution of the Committee furnished a security, that the subject would be looked at from many different points of view, and that the views of all classes of the European community would be duly consulted, while the opportunity of learning the opinions of the Europeans in our service, who have interested themselves in the promotion of education in other parts of India, was afforded to the Committee through the remarks of the several local Governments which were invited by them before their scheme was finally resolved upon.

3. "The Committee not considering it within their province to discuss the constitution of the intended Universities or of the Senates by whom their affairs are to be administered, left that part of the subject to be dealt with by your Government, and 'addressed themselves exclusively to the system of examination for entrance Degrees and Honors in the several branches of Arts, Medicine, Law, and Civil Engineering.' "

4. "The scheme of the Committee, which was unreservedly adopted by you, is based on the plan of the University of London, and is in all important points exactly in accordance with the instructions conveyed, and the views expressed in our Despatch of the 19th July 1854. The details of the scheme were prepared expressly for the University of Bengal; but in its general scope, it was held applicable to the intended Universities at Madras and Bombay.

5. "Under this scheme, provision is made for the admission of all candidates not being under 16 years of age, who may pass the prescribed

entrance examination, for their examination for the Degree of Bachelor of Arts after going through a course of instruction in one of the institutions affiliated to the University for four (or in special cases for three) years, for the examination for Honors of those who have passed for the Bachelor of Arts Degree, and for the grant to those who have passed such Honor examination, of the Degree of Master of Arts."

6. "We have to express our concurrence in the conclusions of the Committee on which the above arrangements are based."

7. "We entirely approve the retention, for Degrees in Arts, of the nomenclature employed to indicate similar distinctions in the Universities of this country. Sound reasons, we think, are stated for requiring an entrance examination, and for limiting the benefits of the University, at least for the present, to the students at those colleges and schools, whose course of study and general management may point them out as entitled to recognition and affiliation by the Senates. And we think it a convenient arrangement, that the Degree of M. A. is to be granted on passing the examination for Honors in Arts, and without the necessity of a separate and distinct examination.

8. "On the important question of the standard of examination, we approve the view taken by the Committee, in proposing for the B A. degree a standard somewhat higher than was contemplated in our instructions on the subject. In addition to the arguments used by the Committee in support of their recommendation in this respect, it is obvious that, in according to those who obtain degrees in the Universities of India, the titles enjoyed by the Graduates of English Universities, the Government is bound to require an amount of qualification in those admitted to Degrees in India, at least corresponding with the standard of acquirement fixed for similar distinctions in this country. So clear indeed is the connexion between the questions of titles and of standards of qualification, that the Committee urged the essential identity of the qualifications required for Degrees, as an argument for the use in India of the terms employed to designate those obtaining such distinctions in the English Universities.

9. "We are unable, however, to assent to the reasoning which led the Committee to refrain from fixing a minimum of qualification which should entitle a candidate to the degree of Bachelor of Arts. It appears to us, that the arguments in favor of a high standard referred to in the preceding paragraph lose almost all their weight, if the standard fixed

is known to be only 'the maximum,' and if it is acknowledged that a degree may be obtained on passing a test much lower than that indicated as the standard, such lower test, moreover, being left to be fixed 'by the Examiners acting under the instructions of the Senate' in each case. On this point we entirely concur in the remarks recorded by your Government, and we are of opinion that steps should be taken for obtaining an authoritative declaration of the nature and extent of the acquirements, which, allowing for the difference which must naturally be expected in the application of the test by the examiners, will be indispensably required in candidates for the degree of Bachelor of Arts."

10. "The determination to admit, among the subjects of examination for Honors in the mental and moral sciences, the Evidences of Revealed Religion as contained in Paley's Evidences and Butler's Analogy, seems to have been arrived at by the Committee principally with reference to those schools which will probably be affiliated to the University, where a considerable portion of the time of the students is taken up with subjects which would otherwise avail them nothing in their competition for University Honors. The recommendation was cordially agreed to by your Government. We do not overrule your decision on the point, so far as to prohibit the examination of students in the books above mentioned, if they should express their wish to be so examined; but we desire that the position of a candidate for honors in the list of competitors may solely be assigned to him, in consideration of his proficiency in the four subjects, in which examination is compulsory.

11. "In conformity with the views formerly expressed by us, it is intended that, in addition to degrees in Arts, special degrees shall be conferred in the Universities in the several Faculties of Medicine, Law, and Civil Engineering.

12. "The degree of Licentiate in Medicine and Surgery will be conferred on any candidates who, after having passed the University Entrance Examination in Arts, shall have been engaged for five years in the study of their profession in a recognized School of Medicine, and shall pass the examination prescribed for the Degree of Licentiates. Candidates for the Degree of Doctor of Medicine will be required to have previously obtained the Degree of Bachelor of Arts, and to have passed two years in the practice of their profession subsequently to their having taken the Degree of Licentiate.

13 "In the Faculty of Law as in that of Civil Engineering, one Degree only is to be taken, as a necessary condition of which candidates must have previously taken the Degree of Bachelor of Arts in one of the Universities. The candidate may come up for examination for the Degree of Bachelor of Laws after the lapse of one year, from the time of passing the B. A. Degree, provided he has also attended lectures in Law for two other years. For the Degree of Master of Civil Engineering a four years' course of professional study is required.

14. "The arrangements for regulating the grant of Degrees in the three special Faculties seem to have undergone careful consideration from Officers well qualified to form a sound judgment respecting them. We approve the general principles, on which they are founded, and especially the requirement of a Degree in Arts as a test of the possession of a good general education by the candidates for Degrees in Law and Civil Engineering, and for the higher Degree in Medicine.

15. "The question was raised whether a Degree in Law shall be made a condition of admission to the Bar or to the judicial service of Government. You very properly decided that the arrangements for the grant of a Degree in Law at the University, should be made without reference to this point. The question, however, is one which must be decided at some future time with reference as you remark, 'to the consideration of which may most conduce to a sound administration of the Law.' It will be for you likewise to consider whether and to what extent the obtaining of the Degrees of Doctor of Medicine and of Master of Civil Engineering, shall secure the advancement of the successful candidates in those several branches of the Public service.

16. "It was necessary that some arrangement should be made for the purpose of securing a general uniformity in the Universities of India, especially in regard to the degree of acquirement required as the condition of academical distinctions. We approve, therefore, of your Resolution that the proceedings of the Senates of the several Universities shall be submitted to your Government, and that all Bye Laws and Regulations shall receive your sanction; but, agreeing with you, that in all probability, 'the several Universities may differ from each other in respect to the particular branch of learning which each must most successfully cultivate, and that with time each will assume a distinctive character and merits of its own,' we are of opinion that your interference should

be limited as much as possible to questions of principle, and that, except for the purpose 'of preserving a general harmony of constitution,' you should leave the management of the Universities to the several Senates and the subordinate Governments, who, from their acquaintance with local wants and circumstances, will be in the most favorable position for dealing with the several questions which may arise.

17. "We do not think it necessary to enter at greater length on a review of your proceedings on this interesting and important subject. We have only therefore to express, in conclusion, our high sense of the care and attention which was evidently bestowed by the Committee on the preparation of their scheme, and of the ability, knowledge, and good judgment by which their proceedings are distinguished.

18. "We observe that the Act for the Incorporation of the University of Calcutta (No. 2 of 1857), received the assent of the Governor General on the 24th January 1857."

10. The Office of Registrar of the Calcutta University, for which Officers connected with the Government Educational Institutions only were before eligible has now been thrown open by the Government of India to all persons practically engaged in Education whether they be in the service of Government or not.

11. The Colleges for general education are for the most part in a healthy condition.

**Colleges.**

Presidency College.
Hooghly do.
Dacca do.
Kishnaghur do.
Berhampore do.

12. It was found, however, that in the Colleges of Kishnaghur and Berhampore, there was not a sufficient number of students, generally, in the 3rd and 4th year classes to warrant these classes being maintained, and instructions, therefore, were issued that the students, or such of them as wished it, should be transferred to the Presidency and Hooghly Colleges on the same terms as to fees as they were on in their respective institutions.

13. The Berhampore College has suffered considerably from the want of a settled location, and although the requisite amount for a suitable edifice has been sanctioned, the building cannot be commenced upon until March 1860, in consequence of the entire quantity of building materials now procurable being required for the Military works in progress at that station; it has accordingly been proposed to erect a temporary building for the accommodation of the College at a cost of Rupees (5,000) five thousand. Rupees (2,000) two thousand have been subscribed for this purpose by the native community of the place, and Government has contributed Rupees (3,000) three thousand.

14. In the Presidency College, the re-establishment of the Professorship of Geology has been sanctioned by the Government of India.

15. The Anglo Persian Department of the Hooghly College having been for a long time in a languishing condition, it has been amalgamated with the Collegiate School. The College however, having been founded from funds bequeathed by a Mahommedan for charitable purposes, all lads of that persuasion are still as heretofore admitted without fee.

Oriental Colleges.

16. A proposal for the reform of the Sanscrit College has lately been submitted to Government. Its constitution was not considered to accord well with the existing state of things, and "in order to bring the Institution more into harmony with the University system," the Director of Public Instruction recommended that it be divided into a School and a College Department, the former to educate up to the University Entrance Standard, the students of the latter, while completing their Sanscrit course, being per-

mitted to attend Lectures in the Presidency College on terms somewhat more favorable than others. As the College is the seat of Sanscrit learning in the lower Provinces and stands very high in the opinion of the *Orthodox* Hindoos of these provinces, every thing connected with it is of much importance, I therefore subjoin the recommendations of the Director of Public Instruction in extenso.

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No. 621.

FROM

THE DIRECTOR OF PUBLIC INSTRUCTION,

To

E. H. LUSHINGTON, ESQ.,

*Offg. Junior Secy. to the Govt, of Bengal.*

FORT WILLIAM, *dated* 30*th March* 1859.

SIR,

"Adverting to paragraph 4 of your letter No. 1566, dated 25th of September last, I have the honor to submit herewith in original a very full and lucid Report* from Mr. Cowell upon the Sanscrit College as also communications† bearing on the same subject with which Mr. Woodrow and Dr. Roer have favored me."

* Dated 14th March 1859.
† Mr. Woodrow's without No. or date.
Dr. Roer's numbered 566, and dated 6th October 1858.

2. "From these papers and other information of which the Lieutenant Governor is in possession, it will, I think, appear to His Honor that the Sanscrit College, though undoubtedly an Institution of importance and utility, is in some respects a little behind the times, and that it should be accordingly improved and invigorated."

3. "Its principal defects appear to be as follows :

1st. It has not been brought within the influence of the University, and under its present constitution it is not likely to be able to send up any candidates for University Degrees.

2nd. It occupies an isolated position as regards other institutions there is no interchange of advantages, no emulation of teachers or pupils, between it and other Schools or Colleges.

3rd. Its examinations, awards of scholarships, &c., are all managed within itself, and so managed as to excite little interest and command little confidence among the outside public.

4th. It is still that "compound of a College and a Dame's School" which the other Colleges were a few years ago but *are* no longer.

5th. It devotes to the teaching of obsolete science and philosophy much time which would be better given to subjects of more practical utility.

4. "The remedies I would suggest are few and simple, and are as follows:—

That the institution be divided into a College proper and a Collegiate School, the former to comprise the present three upper classes, and if possible hereafter a fourth and still higher class. The latter to include the rest of the present classes, to be under a separate Head Master (though still under the general supervision of the College Principal) and to educate fully up to the University Entrance Standard, for which last purpose the present English instructive staff should be attached wholly to the Collegiate School. The College classes to have their own Sanscrit establishment very much as at present, but as regards English instruction to be allowed to attend certain of the English classes of the Presidency College, as may be arranged from time to time by the Principal with the sanction of this Office.

Its Scholarships to be awarded upon the result of Public Examinations conducted by Examiners independent of the College, as is the case with almost all the other Government Institutions. And scholarships gained in other Institutions to be tenable in this College and *vice versa* under nearly the same conditions and restrictions as are now in force as regards the other Colleges.

The Sanscrit language and literature to be taught both in the School and College to at least the same extent as at present, but not Smriti, Nyaya, Vedanta, or other systems of Hindu philosophy, &c. except of course in so far as the reading of certain books which happen to treat of these subjects may be necessary for the proper study of the language.

I append in the prescribed form a Table of the Establishment I would propose for giving effect to the above suggestions, and, recommending the latter to the Lieutenant Governor's consideration.

I have, &c.,

(Signed) W. GORDON YOUNG,

*Director of Public Instruction.*

17. The measures of reform proposed were recommended by the late Lieutenant Governor, and have been sanctioned. The Supreme Government, however, has called for further information regarding the contemplated abolition of the study of Smriti or Hindu law and the subject is now under consideration. It will be hereafter reported upon.

18. The remodelling of the College has been confided to Mr. Cowell, Professor of History and Political Economy in the Presidency College, a Sanscrit Scholar of European reputation.

19. The Lieutenant Governor will have been made acquainted by a perusal of the last Annual Report that a proposition had been submitted to Government for abolishing the Arabic or College Department of the Madrissah and establishing in its room one or more chairs in the Presidency College for the Arabic language. No orders have as yet, I am sorry to say, been received on this important subject.

**Special Colleges. Medical.**

20. In connection with the Medical College, it has been ruled by the Government of Bengal that no students of the Primary class shall be considered qualified to be examined for, or to hold any Government appointment until he shall have graduated at the College. Instructions have also been solicited as to the terms upon which candidates shall be admitted students of this class, and it has been suggested for the consideration of Government whether or not all Sub-Assistant Surgeons who enter the public service should be bound to serve at least for a period of five years. This question, however, has not yet been decided, and, this year, all candidates have been admitted on the same terms as heretofore. It has further been recommended that the Agra Medical School should, if possible, be so improved as to supply the means of

training up a sufficient number of Hindustani Native Doctors for Government service, leaving to the Calcutta Institution its more legitimate duty of educating the people of these provinces, and thus relieving it of its Military class of students.

**Zillah Schools.**

21. The Zillah Schools are almost all in a satisfactory state. Those at Cuttack, Howrah, Ooterparah and Bancoorah have been raised to the status of 1st grade Schools, as recommended in the report of the Committee for the improvement of Schools; but all additional expenditure thereby incurred, is defrayed from the surplus fees.

22. The Government School at Sylhet, in consequence of an increase in the rate of schooling fee and the existence of one or two private Schools in the same Station was found not to be in as flourishing a condition as could be wished. It has consequently been abolished, and with the assignment thus rendered available an English School has been opened at Maldah.

**Vernacular Education.**

23. The measures in operation generally for the promotion of Vernacular Education are the same as those described in the former reports of this Department. Their sphere of operation has been somewhat narrowed by the lapsing of grants in aid from various causes incident to the system, and it is unnecessary here to recur to the cause of their non-extension, which must be looked for in the financial order restricting expenditure, to be found in the opening of this report.

24. Acting on the instructions contained in this order, the Government declined to sanction the establishment of model Vernacular Schools, Vernacular Scholarships, and other measures of progress in the District of Cuttack, but

upon the earnest recommendations of the Director of Public Instruction, these proposals have been referred to the Right Hon'ble the Secretary of State, for his consideration.

25. The application of the Inspector of Schools East Bengal for an advance of Rupees (200) two hundred to certain of the Deputy Inspectors in his Division to enable them to establish Depôts for the sale of cheap books has, on like grounds, been refused.

26. It occurs to me here to notice a correspondence between the Government of Bengal and the Government of India, regarding the application of the grant in aid rules, in which the Director of Public Instruction took part, and some portion of which was published in the last Annual Report. The subject of this correspondence is of deep and vital importance to the Educational interests of these Provinces; but as the correspondence itself relates, rather to questions of Educational policy, than to particular measures actually carried out, or proposed to be carried out, in this department, I am doubtful whether it properly ought to find a place in this detail of our proceedings for the past year. As however the first half of this correspondence has already been made public, it seems to me necessary that the remainder should follow, if only to complete the record.

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No. 92.

FROM

THE JUNIOR SECY. TO THE GOVT. OF BENGAL,

To

THE DIRECTOR OF PUBLIC INSTRUCTION.

FORT WILLIAM,

*Dated 21st February 1859.*

"SIR,

WITH reference to previous correspondence, I am directed to forward herewith, a copy of a letter and of its enclosure from the

Secretary to the Government of India in the Home Department, No 267, dated the 21st ultimo, regarding the grant in aid system, in Bengal, and to request that you will be so good as to favor the Lieutenant Governor with any remarks or suggestions that you may think called for on Mr. Beadon's letter, at your earliest convenience."

I have, &c.;

(Signed) C. T. BUCKLAND,

*Junior Secretary to the Government of Bengal.*

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No. 267.

FROM

C. BEADON, ESQUIRE,

*Secy. to the Govt. of India,*

To

A. R. YOUNG, ESQUIRE,

*Secy. to the Govt. of Bengal.*

*Dated Council Chamber, the 21st January* 1859.

"SIR,

HOME DEPT. Education.

I AM directed by the President in Council to acknowledge the receipt of Mr. Junior Secretary Buckland's letter, No. 1650, dated the 7th October last, and in reply to communicate the following observations and orders."

"2. The Hon'ble Court of Directors in their Education dispatch of the 19th July 1854, after describing in general terms, the plan of grants in aid which they desired to see introduced into India, observed as follows:

Paragraph 58.

'There will be little difficulty in the application of this system of 'grants in aid to the higher order of places 'of instruction in India, in which English is 'at present the medium of education.

Paragraph 59.

'Grants in aid will also at once give assistance to all such anglo-'vernacular and vernacular schools as impart 'a good elementary education; but we fear 'that the number of this class of schools is at present inconsiderable, 'and that such as are in existence, require great improvement.

'A more minute and constant local supervision than would accom-
'pany the general system of grants in aid
Paragraph 60. 'will be necessary in order to raise the cha-
'racter of the indigenous schools, which are at present not only very 'inefficient in quality, but of exceedingly precarious duration, as is 'amply shewn by the statistics collected by Mr. Adam in Bengal and 'Behar, and from the very important information we have received of 'late years from the North-Western Provinces. In organizing such a 'system, we cannot do better than to refer you to the manner in which 'the operations of Mr. Reid have been conducted in the North-'Western Provinces, and to the instructions given by him to the zillah 'and pergunnah visitors, and contained in the appendix to his first 'report.'

And again in a subsequent part of the same despatch the Hon'ble Court observed:

'In Bengal, education through the medium of the English language
'has arrived at a higher point than in any
Paragraph 86. 'other part of India. We are glad to receive
'constant evidence of an increasing demand for such an education 'and of the readiness of the natives of different districts to exert them-'selves for the sake of obtaining it. There are now five Government 'anglo-vernacular colleges, and zillah schools have been established in 'nearly every district. We confidently expect that the introduction 'of the system of grants in aid will very largely increase the number 'of schools of a superior order, and we hope that, before long, sufficient 'provision may be found to exist in many parts of the country for the 'education of the middle and higher classes, independent of the 'Government institutions, which may then be closed, as has been 'already the case in Burdwan in consequence of the enlightened con-'duct of the Rajah of Burdwan, or they may be transferred to local 'management.

'Very little has however been hitherto done in Bengal for the edu-
'cation of the mass of the people, especially
Paragraph 87. 'for their instruction through the medium
'of the vernacular languages. A few vernacular schools were founded 'by Government in 1844, of which only 33 now remain with 1,400 'pupils, and upon their transfer in April 1852 from the charge of the

'Board of Revenue to that of the Council of Education, it appeared 'that they were in a languishing state and had not fulfilled the expec-'tations formed on their establishment.

Paragraph 88.

'We have perused with considerable interest the report of Mr. 'Robinson, Inspector of the Assam schools, 'of which there appear to be 74, with 'upwards of 3,000 pupils. Mr. Robinson's suggestions for the improve-'ment of the system under which they are now managed appear to us 'to be worthy of consideration, and to approach very nearly to the 'principle upon which vernacular education has been encouraged in 'the North-Western Provinces. We shall be prepared to sanction 'such measures as you may approve of, to carry out Mr. Robinson's 'views.

Paragraph 89.

'But the attention of the Government of Bengal should be seriously 'directed to the consideration of some plan 'for the encouragement of indigenous schools, 'and for the education of the lower classes, which, like that of Mr. 'Thomason in the North-Western Provinces, may bring the benefits of 'education practically before them, and assist and direct their efforts. 'We are aware that the object held out by the Government of Agra to 'induce the agricultural classes to improve their education does not 'exist in Bengal; but we cannot doubt that there may be found other 'similar solid advantages attending elementary knowledge, which can 'be plainly and practically made apparent to the understandings and 'interests of the lower classes of Bengal.'

3. "These observations, taken in connection with a previous paragraph (46) of the despatch transcribed in the margin, were understood by the Government of India to mean that the grant in aid rules were to be applied to English schools as well as to anglo-vernacular schools and vernacular schools of a comparatively high order, but that the elementary village schools for

'Lastly, what have been termed indigenous 'schools should by wise encouragement, such 'as has been given under the system organized 'by Mr. Thomason in the North-Western Pro-'vinces, and which has been carried out in 'eight districts under the able direction of Mr. 'H. S. Reid in an eminently practical manner, 'and with great promise of satisfactory results, 'be made capable of imparting correct elemen-'tary knowledge to the great mass of the peo-'ple. The most promising pupils of these 'schools might be rewarded by scholarships in 'places of education of a superior order."

the education of the masses were to be differently provided for somewhat after the fashion of those established in the North-Western Provinces by Mr. Thomason.'

4. "Accordingly, in the instructions addressed to the Government of Bengal on the 26th January 1855, the Government of India, after explaining the principles upon which the rules for grants in aid should be framed, added that the subject of establishing vernacular schools would be dealt with in a separate communication, and in a subsequent letter, dated 13th February 1855, a scheme of vernacular instruction which had previously been recommended by the Lieutenant Governor and which was founded on Mr. Thomason's system, was sanctioned by the Government of India.

5. "In one paragraph however of the letter of the 13th February, it was stated that the instructions of the 26th January, relative to grants in aid were as applicable to vernacular as to other schools. This is certainly true as regards vernacular schools which 'impart a good elementary education," but the observation was clearly not intended to overrule the general instructions contained in that letter, which were to the effect that a system of vernacular education similar to that adopted by Mr. Thomason in the North-Western Provinces should be introduced gradually into the Lower Provinces, and in that system grants in aid (as that term is used) have no place.

6. "When the Lieutenant Governor submitted a draft of the rules under which the system of grants in aid was to be administered, they contained a clause to the effect that *a preference* should be given to schools requiring the payment of fees by the scholars, but as the Hon'ble Court had laid it down as an absolute rule that grants in aid were not to be given to any school in which such payment was not required, the rule was altered accordingly.

7. "With your letter No. 691, dated 20th March 1857, the Government of Bengal submitted a correspondence from which it was perceived that an erroneous impression was entertained as to the views of the Hon'ble Court in respect to the application of the grant in aid system to indigenous schools. It appeared that the Director of Public Instruction had been called upon by the Government of Bengal 'to 'investigate and explain the extent to which the grants in aid had 'been devoted to the encouragement of indigenous schools in the 'manner intended by the Hon'ble Court's dispatch, and to report how

'far the purposes of the dispatch as to the education of the masses 'through the medium of the vernacular language had been really ful-'filled.' The reply of the Director was that no system of education for the great masses of the people could possibly be based on the present rules for grants in aid, and that the rule requiring a local contribution of one half the expense of each school must be modified in order to make the system any thing more than a name. In Mr. Young's opinion the question simply was whether the grant in aid system should be abolished and some other method of carrying out the orders of the Hon'ble Court in regard to the education of the masses substituted for it or whether the rules for grants in aid should be modified so as to allow of a larger share of the expense of each school being borne by the Government and a smaller share by the local community. The Lieutenant Governor accordingly recommended that in all schools of every kind in the four districts round Calcutta, and in all schools elsewhere in which English was taught, the schooling fees should count as part of the local contribution, and that in all other schools elsewhere the Government should contribute as much as three-fourths of the expense of the school.'

8. "The Government of India in my letter No. 1485, dated 31st July 1857, declined to accede to this proposal, and after observing that the Government of Bengal appeared to be pursuing an erroneous course in its mode of applying the grant in aid rules to the education of the lower classes, requested the Lieutenant Governor to furnish as soon as possible 'a comprehensive expression of the Lieutenant Governor's 'views on the subject, and a clear outline of the plan recommended by 'His Honor for carrying out in the Lower Provinces the intentions of 'the Hon'ble Court in respect to the general education of the people 'as expressed in the despatch of 19th July 1854.'

9. "To this the Lieutenant Governor then rejoined in your letter No. 469, dated the 9th October 1857, sending up a letter from the Director, in which he again urged upon the Government the necessity for relaxing the grant in aid rules in favor of vernacular schools. It appeared however from this that the schools in favor of which it was proposed to make this concession were not schools for the masses, but schools of a higher order, and that the inferior schools were even then being improved by means independent of the grant in aid system, but it was not explained what those means were.

10. "The Government of India in my letter No. 447, dated the 15th February last, adhered to its former opinion, declining to modify the rules, and again desired the Lieutenant Governor to furnish a detailed report of his views as to the means to be adopted for the general education of the people.'

11. "Meanwhile the proceedings of the 31st July 1857 had been reported to the Hon'ble Court, and they remarked on them in the following terms in their despatch of the 26th May last:

'19. We are not altogether satisfied with the manner in which the 'system of grants in aid has been administered in Bengal, and we 'entertain serious doubts whether it will be practicable to base on that 'system as carried out under the provisional rules adopted with your 'sanction, a general plan of popular education. This indeed was not 'our purpose in originally sanctioning the principle of grants in aid. 'The institutions which we had specially in view as coming within the 'scope of the system were those for promoting education of a higher 'order. As regarded vernacular education for the great mass of the 'people, we contemplated for Bengal the formation of some such plan as 'has been instituted in the North-Western Provinces, by which, with the 'liberal aid of Government, a general scheme of education might be 'brought into operation without the necessity in the case of each 'school on the one hand of canvassing for local support and on the 'other of applying for a grant from Government.

'21. We find from your separate letter, dated 16th September '(No. 20) 1857, to which for the present we defer replying, that the 'subject has attracted your attention, and we hope shortly to receive 'from you such information as will enable us to communicate our sen-'timents as to the plan on which the education of the lower classes in 'Bengal may best be provided for, and the manner in which the so 'called system of grants in aid should be administered in that territory.

'20. We shall in the meantime merely remark that we concur in 'the opinion of the Lieutenant Governor of Bengal, that it is not 'advisable to encourage by grants of public money, the formation of 'anglo-vernacular schools, where such a smattering only of English 'can be obtained as must be the case, 'where the provision for the 'master is limited to a salary of from Rupees 20 to Rupees 30 or 'Rupees 35 per mensem.

12. " These paragraphs were communicated to the Lieutenant Governor on the 14th July last, in a letter in which His Honor's attention was specially drawn to the subject.'

13. " The Lieutenant Governor has now submitted a minute on the subject, in which, without referring to the calls which have been made for a report of His Honor's views as to the best means of providing for the general education of the people, he observes that it is no part of his business to assist in determining the general policy of the Government, but that his business is to carry into effect the orders of superior authority.'

14. " His Honor understands the Court to mean, not that the Government has erred in its method of acting under the rules, but that the rules themselves are erroneous, and that under these rules it is doubtful whether a general plan of popular education can be carried out. But as the President in Council reads the despatch, the meaning of the Hon'ble Court really is that the grant in aid rules, though good for certain purposes, good for English schools and for such vernacular schools ' as impart a good elementary education,' are not good for indigenous schools suited to the education of the masses, and that it is a mistake to apply the grant in aid rules to schools of that kind.'

15. " The Lieutenant Governor truly observes that the grant in aid schools, though they have not gone so low down among the people as he thinks the despatch of 1854 contemplated, or so low as they might have gone if the rules had been more favorable to the people, or if schooling fees had been allowed to count as part of local contributions, " have nevertheless largely extended the means of ' acquiring useful knowledge among classes considerably below those whose education was formerly aimed at by the Government.'

16. " With regard to these lower classes whom the grant in aid rules do not reach, the Lieutenant Governor gives no opinion. He thinks it immaterial in the presence of the opinions and determinations of the highest ruling authority what may be his individual views as to the best method of encouraging and administering a system of vernacular education in Bengal. His Honor adverts however to the views he expressed in a letter of the 16th November 1854, which ' have not since undergone any material change,' and concludes by saying that he anxiously awaits the instructions of the Government of India as to the

course to be pursued in future, and will do his best to carry out any general plan of popular education which the Government of India may think fit to prescribe.

17. "The substance of the letter of the 16th November 1854 is a minute written by the Hon'ble Mr. Halliday when yet a Member of the late Council of Education, and it contains the plan of vernacular education which was generally approved in the orders of the 13th February 1855. But that minute was recorded at a time when every thing relating to vernacular education in Bengal was mere conjecture, when the Government had nothing to guide it but the experience (and that a very partial experience) of the North-Western Provinces, and before the Hon'ble Court's Despatch of the 19th July 1854 was written. Even the Hon'ble Court went no further than to recommend with caution the adoption of the North-Western Province system for indigenous schools as a sort of complement to the system of grants in aid · and now it appears from actual experience, that the attempt made by the Government of Bengal to push the grant in aid system beyond certain limits has failed, and that it cannot be pushed further unless a large proportion of the cost of each school be borne by the Government.'

18. "The questions then to be solved now are, how are these lower classes to be reached, and whether it is possible, without incurring inordinate expense, to reach them at all. Are we to establish schools for the masses in Bengal like the hulkabundy schools of the North-Western Provinces (which however are understood to be very far from reaching the lowest classes of the agricultural population), or are we to aid the indigenous schools, and if so, to what extent, and in what manner, or what other plan, if any, can we adopt? These are the questions upon which the opinion of the Lieutenant Governor is required, and it is evident that without his opinion and the information upon which it is based, the Government of India has no grounds on which to come to a satisfactory conclusion. The only determination to which the Government of India has come is, that the conditions of the grant in aid rules prescribed by the Court shall not be relaxed. On all the other points arising for consideration, the views of the Lieutenant Governor are not only not immaterial, but until they are known it is impossible for the Government of India to take any further steps in the matter.'

19. "The President in Council therefore desires me again to request that the Lieutenant Governor, after consulting with the Director General, will propose a general scheme for the instruction of the people in extension of that already in action. In particular His Honor in Council would desire the attention of the Lieutenant Governor to the importance of providing for the improvement of existing school books in all the vernacular languages, for increasing the number of them, and for disseminating them as widely as possible throughout the land. It appears probable to His Honor in Council, that by printing certain approved and specified books for the million at the cheapest possible rate, selling them at a price just sufficient or even less than sufficient to cover the cost price, and then rewarding every master of an indigenous school for every boy and girl (double for girls) he can produce capable of reading and understanding these books, more may be done by the Government for the masses than by the direct support of vernacular schools or the direct employment of school masters, though these latter are not means to be rejected.'

20. "It must be understood that, as a general rule, the grant in aid system is not to be applied in future to any but schools for promoting education of a higher order than that suitable to the mass of the people, and that whenever the further extension of grants in aid is again sanctioned, they will be confined to English and anglo-vernacular schools, and to vernacular schools at which a good elementary education is imparted, and not extended to the indigenous or ordinary vernacular schools of the country, for which a separate scheme is contemplated and has been called for from the Lieutenant Governor.'

21. "In concluding, I am directed to forward the accompanying extract (paragraph 14) from a Despatch in the Public Department, from the Secretary of State for India, No. 13, dated the 6th October 1858."

I have the honor to be,

Sir,

Your most obedient Servant,

(Signed) C. BEADON,

*Secy. to the Govt. of India.*

*Extract (paragraph 14) of a Despatch in the Public Department, from the Secretary of State for India, No. 13, dated the 6th October 1858.*

*(Reply to Education letter No. 20, dated 16th September 1857.)*

*Para.* 14 —I refrain from any remarks on the past administration of the grant-in-aid system in Bengal, and on the measures which may be required to promote the extension of elementary education, till I shall be placed in possession of the report which you have called for from the Lieutenant Governor together with your sentiments thereon.

(True extract.)

(Signed) R. B. CHAPMAN,
*Under-Secy. to the Govt. of India.*

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No. 337.

FROM

THE DIRECTOR OF PUBLIC INSTRUCTION,

TO

C. T. BUCKLAND, ESQUIRE,
*Junior Secretary to the Government of Bengal.*

FORT WILLIAM, *dated 24th February* 1859.

SIR,

"I HAVE the honor to acknowledge the receipt of your letter No 92, dated 21st instant, inviting me to submit any remarks or suggestions which I may think called for by Mr. Beadon's letter of 21st ultimo, No. 267.

2. "There has been already so much correspondence and discussion on the subject treated of in that letter that I shall take leave to make my remarks as brief as possible.

3. "I gather from Mr. Beadon's letter (for the first time) that the Supreme Government are of opinion, *(first.)* that the authors of the Education Despatch did not intend or desire that the grant-in-aid system should be extended to any vernacular schools except those 'of a comparatively high order,' and (*secondly*) that in endeavouring to extend that system as far as downwards as has been done in this part of India, the Local Government has made a 'mistake' and has 'failed."

4. "The former is not certainly the inference I should have drawn from a Despatch which says that the system in question is applicable

'to all schools and institutions, whether male or female, anglo-vernacular or vernacular*' and that it should be 'taken advantage of wherever it is possible 'to do so.†' Nor does the latter conclusion appear to be that of the Despatch which I quoted in my letter‡ of 10th September last and which expressed satisfaction at the way in which the grant-in-aid system had been applied to vernacular schools.

*Paragraph 57.

†Paragraph 61.

‡No. 2296.

5. "Still I am only too happy to have from the Government of India a definite opinion for my guidance on so important a point connected with our operations. And although a certain ambiguity is involved perhaps in the terms 'mass of the people' and 'good elementary education,' still the rule contained in paragraph 20 of Mr. Beadon's letter is one of such moment that it should in my opinion be at once circulated to the Inspectors and others for their guidance.

6. "I may here repeat, though it is not necessary to inform the *Lieutenant Governor* of the fact, that in this Department but little reliance has ever been placed upon the grant-in-aid system as a means of improving the indigenous or Gooroomohashoy schools. The measures chiefly adopted for this purpose have been those described in my letter of 10th September last, and in several previous reports to Government, such measures, I mean, as Normal, Model, and 'Circle' Schools, Rewards to Indigenous Schools, Vernacular Scholarships, dissemination of cheap books, &c.

7. "The second point on which important information is conveyed to me by Mr. Beadon's letter is that the Government of India are still in doubt as to what system of operations should be adopted for the education of the lower classes in Bengal, that they are not aware of what the Lieutenant Governor's views or plans in this respect are.

8. "My present letter would run to an inordinate length were I to do more, with regard to this point, than refer to a few of the occasions on which the Lieutenant Governor's views have been made known to and sanctioned by the Supreme Government since the receipt of the great Education Despatch, and on which the plans and operations of this Department, carried out with the constant knowledge and approval of the Lieutenant Governor, have been reported in detail for the information of the superior au horities.

9. "The only way n which I can do this within a moderate compass will be by means of the following table:

*"MEMORANDUM shewing how and when measures for the Education of the Lower Classes have been reported to or sanctioned by the Supreme Government."*

| NATURE OF MEASURES | Report of 1st quarter 1855-56. | Report of 2nd quarter 1855-56. | Report of 3rd quarter 1855-56. | Report for the year 1855-56. | Report for the year 1856-57. | Report for the year 1857-58. | Orders of Supreme Government on the subject. | Remarks. |
|---|---|---|---|---|---|---|---|---|
| Model Schools, ..... | Paras 14, 15, 20, .. | Paras. 16, 22, 25, .. | Para. 16, .. | Para. 25, | Paras. 31, 37, 38, 46, | Paras. 33 and 34. | No. 317, dated 13th February 1855.<br>No. 1,024, dated 10th August 1855<br>No. 1,199, dated 28th September 1855.<br>No. 101, dated 18th January 1856.<br>No. 1,935, dated 25th April 1856. | |
| Normal Schools, ..... | Paras. 17, 22, ..... | Paras. 12, 13, .... | Paras. 13, 14, .... | Paras. 19, 20, .... | Para. 29, .. | | No 992, dated 3rd August 1855.<br>No. 4,051, dated 18th October 1855.<br>No. 489, dated 25th March 1856.<br>No. 3,309 dated 11th July 1856. | |
| Vernacular Schools,..... | ..... | ..... | ..... | Para. 28, .. | Para. 42, .. | | No. 5,044 dated 14th November 1856. | |
| Circle School system, ..... | ..... | Para. 17, .. | Para. 17, .. | Para. 27, | Paras. 31, 39, 40, 41, | ,, | No. 3, dated 28th December 1855. | |
| Rewards to Indigenous Teachers, ..... | Paras. 13, 21, .... | ..... | Para. 19, .. | Para 26, | Paras. 31, 44, ..... | ,, | No. 317, dated 13th February 1855.<br>No. 242, dated 25th June 1855.<br>No. 1,094, dated 6th March 1857. | |
| Book Agencies,..... | Para. 23, .. | Para, 22, .. | Para. 21, .. | Para. 33, .. | Para. 47, .. | ,, | No. 3,662, dated 1st August 1856.<br>No. 2,790, dated 21st May 1857. | |
| Subsidy (Assam) system, .. | ..... | ..... | ..... | ..... | Para 45, .. | ,, | Communicated by Bengal Government No. 62, dated 21st January 1857. | |

10. "In paragraph 19, the Supreme Government directs the Lieutenant Governor to "propose a general scheme for the instruction of "the people *in extension of that already in action.*" The words I have underlined are now used for the first time in the present discussion, and, read with the rest of the letter, they raise doubts in my mind whether the scheme already in action is disapproved, or whether it is considered so good that it ought to be continued and extended in its scope.

11. "The hint regarding the dissemination of cheap school books which is contained in paragraph 19 of Mr. Beadon's letter is one which I shall have great pleasure in acting upon. The Lieutenant Governor is aware that much of what is suggested in this paragraph has long been a part of our recognized operations, and that many proposals for the improvement and dissemination of cheap books have been proposed, some of which have been approved by the Supreme Government and acted upon, others not. I trust I may infer from what is now said that that Government is willing to sanction further measures directed to the same important end."

I have, &c.,
(Signed) W. GORDON YOUNG,
*Director of Public Instruction.*

27. Upon receipt of the above quoted letter, the late Lieutenant Governor recorded his views in the accompanying Minute which he transmitted with the following remarks to this office on the 15th April last.

No. 199.

"FROM E. H. LUSHINGTON, ESQ.,
*Offg. Junior Secretary to the Government of Bengal,*
TO THE DIRECTOR OF PUBLIC INSTRUCTION.

*Fort William, the 15th April 1859.*

Education.

SIR,

"I AM directed to transmit herewith a copy of a Minute recorded on the 24th ultimo, by the Lieutenant-Governor, on the subject of grants-in-aid of popular Education in Bengal.

2. "I am desired to observe that this Minute is forwarded to you, because it gives a summary of some of the improvements you have effected in the Department over which you preside, and testifies to His Honor's appreciation of your valuable services, and the aid, counsel, and co-operation you have zealously and ably afforded him during four years of arduous and difficult service."

I have the honor to be,
SIR,
Your most obedient Servant,
(Signed) E. H. LUSHINGTON,
*Offg. Junior Secretary to the Government of Bengal.*

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"*Minute by the Lieutenant-Governor of Bengal,—(dated 24th March* 1859.)

"Grants in aid of popular Education in Bengal."

I AM now to consider the letter from the Government of India No 267, of the 21st January last, on the subject of Grants-in-aid and Vernacular Education.

2. A copy of this letter was sent to the Director of Public Instruction for any remarks he might desire to offer upon it, and as I agree in the tenor of the observations Mr. Young has submitted, I would forward a copy of his letter for the information of the Government of India.

3. I am desirous of acting up to the instructions of the Government of India as far as I can gather them, rather than of prolonging discussion upon the subject of the application of the Grant-in-aid system, and I shall therefore take up as little as possible of the time of His Lordship in Council by explaining at length how I have hitherto conceived myself to be supported by the orders I have received in what has now appeared to the Government of India an erroneous course. Whether I succeed in this explanation or not, I shall certainly do my best to ascertain the wishes of the Right Hon'ble the Governor General in Council, and to guide myself and the Department by them to the utmost of my power. Like Mr. Young, I have now learnt for the first time that the Grant-in-aid system is only to be extended to Schools "of a comparatively high order." And though there may be perhaps some vague-

ness in this definition, as applied to Vernacular Schools in this country where all such are of an order difficult to be called high, positively or comparatively, and though I doubt whether this now first promulgated Rule has not been in fact anticipated in practice, I will assuredly, when grants are again allowed, (they are now for financial reasons discontinued,) exert myself to give constant effect to this instruction of the Supreme Government, and will trust thereby to give His Lordship in Council more satisfaction in future than it has been my fortune to do by all previous exertions in this Department.

4. Mr. Young has alluded in his 6th paragraph to the various means which have been in use to supplement the grant-in-aid system by improving the means of education for classes of the people lower than those operated upon before 1854. It appears from the 9th paragraph of Mr. Beadon's letter that these have not hitherto come under the notice of the Supreme Government. What is stated by Mr. Young renders it unnecessary for me to enlarge on this part of the subject.

5. My views and plans for the Education of the lower classes are stated in the present letter to be still unknown to the Government of India: and the want of this knowledge has prevented the Government of India from taking any further steps in the matter. I very much regret this. It has not been my intention to keep the Government of India uninformed; on the contrary, I thought that in my Minute of the 16th November 1854, I had stated my views as fully as possible, and that the measures taken in accordance with those views had been brought to the knowledge of the Supreme Government on various occasions, as noted by Mr Young in the Table appended to his 9th paragraph. I have still however little more to propose than what I proposed in that Minute, which, though dated, as is remarked in Mr. Beadon's letter, before the Hon'ble Court's great Education Despatch, was approved by the Government of India after the receipt of that Despatch, and, apparently, on the understanding that it accorded in principle with that Despatch. In it, I am disposed to think, will be found the practical answers to the questions proposed in Mr. Beadon's 18th paragraph. But, lest there should be any doubt on this score, I will reply seriatim to the questions on which it is stated that an answer is required before any further steps can be taken.

6. *First,*—" Are we to establish Schools for the masses like the Hulkabundee Schools of the North-Western Provinces?

I understand the Hulkabundee Schools to be, (or rather perhaps to *have been,*) very cheap petty Vernacular Schools, which, in certain Districts of the North-Western Provinces, were established by Mr. Reid at an expense of six or seven Rupees a month each, out of a (so called) voluntary, but in reality compulsory cess, levied by the Collectors on the Agricultural population, at a rate of about one per cent on the jumma paid by each person. They were free Schools to all persons of the Agricultural class; but children of other classes were required to pay a small fee. No report of the educational proceedings of the Government of the North-Western Provinces has been published for the last three years, and it is not known what was the success of these Schools. But to the discontent occasioned by the cess for the purpose of the Schools in question, writers like Mr. Gubbins and Mr. Raikes have not hesitated to attribute much of the disaffection exhibited in the North-Western Provinces during the late disturbances.

7. If then the suggestion for the establishment of similar Schools in these Provinces implies that they are to be, like the Hulkabundee Schools in the North-West, founded on a compulsory cess, I should desire to dissent from the proposition, on the ground of the doubtful policy of attempting such a levy.

8. If, on the other hand, the meaning of the suggestion be that the Schools to be established should be like the Hulkabundee Schools, partly supported by Government and partly by contributions from the people, but not compulsory contributions, then I would answer, that this would be in fact exactly the same thing in principle as our proposed small aided Schools, as has already been explained by Mr. Young in his letter of the 10th September last and quoted in the margin from page 63 of the last Annual Report (for 1857-58.) And the proposal to establish these Schools was not approved by the Supreme Government.

"It is perhaps worth considering whether the Hulkabundee system differs materially *in principle* from that of Grants-in-aid as the Lieutenant Governor would administer it. In both cases the expense of small cheap Vernacular Schools would be borne equally by the State and the people of the locality. Whether the latter make up their quota entirely by an assessment on landed holdings, or by any other local rate, or by charitable subscriptions, or by Schooling fees, or (as would usually be the case) partly by one plan and partly by another, does not affect the *principle* at work."

9. If again the suggestion I am considering has reference only to the cheapness of these Schools, and means that Schools as cheap should be established at the expense of Government, I should at once explain that we have already established elementary Vernacular Schools as cheap, or cheaper than these, in Behar and in Assam, where only it was possible to do so on such terms.

Even in Behar it is doubtful if the very cheap Schools established are capable of doing any good. An enquiry has just now been ordered on this part of the subject.

10. As for Bengal, it is notorious that schools at such a low rate, or double such a low rate as six or seven Rupees a month, cannot exist, and no person has ever proposed to attempt them. Our aided Vernacular Schools in Bengal were never reckoned to cost much less than 20 Rs. per month, and these were considered cheap. The model Vernacular Schools proposed by Pundit Iswar Chunder Surma and sanctioned by the Government of India were estimated at 40 to 80 Rupees a month: The Reverend Mr. Long reckoned his at 25 Rupees a month: But he did not include the great value of his own personal labours. The old Council of Education proposed Vernacular Schools at 61 Rupees each per mensem: and even the well known Hardinge Vernacular Schools, which failed, in a great measure because of the inadequate pay given to the Teachers, were rated at 15 to 25 Rupees per mensem, besides permitted fees, which were often used to eke out salaries to the Teachers: Nor has it ever been alleged, or supposed, that any thing deserving the name of a School could be established in Bengal on much lower terms than these. So that, as far as the suggestion is to be understood in this sense, I must reply that in Bengal it is simply impossible.

11. This much as to the first question. The second is—" Are we to aid the indigenous Schools, and if so, to what extent, and in what manner?" In my Minute above alluded to it was proposed to improve these Schools, (which were stated to be very numerous and in a very low and unsatisfactory state.)

(1) by establishing Model Schools for their better example;

(2) by visiting and encouraging them;

(3) by giving them Books;

(4) by pecuniary rewards to indigenous School Masters for each pupil shown to have improved under their tuition up to a given standard;

(5) by introducing superior Teachers into indigenous Schools. All these methods have been put into operation, according to the intentions declared in the Minute in question, and with great success.

12. *Third,*—"What other plan if any can we adopt?" It was recommended in my Minute of 1854 that, besides the encouragement of indigenous Schools by the methods above described, Grants-in-aid should be given to Missionary and other approved Vernacular Schools; and this was sanctioned by the Governor-General in Council on the 13th February 1855, together with the other propositions of the Minute, with the remark that the Despatch of the Hon'ble Court, dated 19th July 1854, had authorized the adoption of a much more extended measure than that contemplated by the Lieutenant-Governor, and the expenditure of a considerably larger sum of money for the purpose. Further it was recommended in my Minute that improved Vernacular Books should be encouraged and disseminated; and that a preference of educated over uneducated persons should be distinctly declared and acted on by Government in the appointment of persons to the Public Service. It was suggested further that Normal Schools should be contemplated as likely to be eventually required. All this has been strenuously and successfully carried into effect; and the latter suggestion being especially approved by the Governor-General in Council in the orders above quoted, the plan has already been some time in operation.

13. The plan suggested in Mr. Beadon's 19th paragraph for disseminating School books and encouraging the use of them resembles closely that which was especially proposed in paragraph 8 of my Minute as reported to the Government of India on the 16th November 1854. The Director of Public Instruction has remarked in his letter of the 24th ultimo, that "much of what is suggested in this paragraph (of your letter) has long been a part of our recognized operations;" but it may well be extended and improved; and I shall assuredly not fail to act upon the recommendation of the Governor-General in Council to that end. In the meantime a Memorandum is appended to this paper to show what has actually been done up to this date in the way of encouraging and disseminating the means of improved Vernacular Education. It is a Statement of which the intelligent and able Officer at the head of the Department has no reason to be ashamed.

14. So also it may be well to draw attention to the actual state of the case as regards the result of the strenuous exertions of Mr. Gordon Young for the promotion of Vernacular Education among the lower classes, which appear to me to merit particular encomium. The latest details will be found at pages 56 to 64 of the General Report on Public Instruction for 1857-58 which was submitted to the Government of India on the 17th January last Speaking of them generally, it may be said that 228 Schools have been aided by grants in 27 Districts, educating 16,633 pupils at an average cost to Government for each pupil of one Rupee two Annas and one Pie per mensem for English Schools, seven Annas for Anglo-Vernacular Schools, and three Annas eight Pie for Vernacular Schools. Further there have been 197 Model Vernacular Schools established in 30 Districts, at a total expense of Rupees 3,339-14-2 per mensem, or an average of about 17 Rupees for each School.* There have been established 55 Circles, embracing 158 indigenous Schools established in four Districts; and there have been 12 itinerant Teachers employed in indigenous Schools in six other Districts. In six Districts payments have been made to indigenous School Teachers for improvement in their pupils, at the rate of one Rupee a month for every ten boys under instruction; besides rewards for success, given to such Teachers in eleven other Districts; and ten Scholarhips have been provided of 4 Rupees each per annum to meritorious Vernacular pupils in 32 Districts.

* This low average is owing to the insertion in the list of all such Schools whether in Bengal, Behar, Cuttack or Assam.

15. It will be seen by the note to page 61 of the Report above quoted, that if these and other means in use for disseminating popular Education have not been still more extended, it has not been for want of exertion by the Director of Public Instruction: But even as it is, I would respectfully submit that what is shown to have been accomplished in a very short time in the face of great difficulties, and simultaneously with a general advance and improvement in all other Institutions under Mr. Young is creditable to him and to the Department over which he presides, and certainly cannot be spoken of as a failure in any respect.

16. I do not however suppose that, in speaking of the course we have pursued as erroneous, any exception is intended to be taken by the Right Hon'ble the Governor-General in Council to what I have

shown to have been *done*—at least I do not so understand the remarks contained in Mr. Beadon's present letter. What I seem to perceive objected to in the proceedings of this Government, (which have brought about the above mentioned results,) is, not the *results themselves*, but the *manner* in which some of them have been effected. It is stated that the Grants-in-aid system was not intended for all Vernacular Schools, but only for Vernacular Schools "of a comparatively high order;" and it being apparently assumed that some of our Vernacular Schools are below this somewhat shadowy line, it seems to be objected that, as to any such which may have been established by grants, we have done wrong in so establishing them; we ought to have provided for them "somewhat after the fashion of those established in the North-Western Povinces by Mr. Thomason."

17. But I am disposed to think that these remarks may have been made in the absence of full acquaintance with what has actually been done; and that after considering what is now set forth, or referred to in this Minute, the Right Hon'ble the Governor-General. in Council may perhaps assent to my belief that what has been done by the Department of Education under this Government has been really in exact conformity to the instructions received, and to the plan originally proposed to the Government of India for acceptance in 1854 and approved on the 13th February 1855; And this plan included all that was being done in the North-Western Provinces under Mr. Thomason's scheme, and a great deal more besides.

18. I am not myself aware of any existing aided Vernacular Schools which ought not to have been aided according to the terms of the present letter, nor am I able to perceive from whence the Government of India has derived information regarding any given aided Schools on the present Government list, which has caused it to say of those given Schools, that they ought not to have been aided. It will be plain to His Lordship in Council from what is now stated, or recalled to recollection, that under the system long ago laid down and systematically pursued ever since, certain Schools are aided by grants and certain other Schools are in fact aided by "encouragement such as has been given under the system organized by Mr. Thomason in the North-Western Provinces," *viz*, by Scholarships, by Model Schools by aid in tuition, by visiting and inspection, by rewards to indi-

genous Teachers, by promoting and disseminating Vernacular School Books, by preferring educated over uneducated candidates for even humble employments, and so forth. When I am asked what can be done more than this, or what ought to be done different from this, I am really at a loss to reply. The plan laid down by me in 1854, and further extended by the great Education Despatch, has been sedulously, constantly and successfully carried out, and I can suggest nothing better than to go on with it.

19. It is true that when I found that by the existing Rules for grants-in-aid, although "the means of acquiring useful knowledge had been largely extended among classes considerably below those whose Education was formerly aimed at by the Government,"* yet there were classes still lower who might be reached if the Rules were somewhat enlarged, I proposed to the Government of India to enlarge them for that purpose, supposing that in so doing I was conforming to the spirit of the Education Despatch. The Government of India disapproved of this; and in so doing remarked that I appeared to be pursuing an erroneous course in my mode of applying the Grant-in-aid Rules to the Education of the lower classes; and that "the efforts of the Educational Officers of Bengal have been directed much more to the establishment of new and expensive Schools, than to the improvement of indigenous and cheap ones." More also was said implying distinctly that neither I nor my subordinates had any plan, or any system, or knew at all what we were about. I trust that the statements now made or recalled to recollection will have convinced His Lordship in Council that this strong and sweeping censure was not deserved. Perhaps however it may have been rather meant that I appeared to be *proposing* an erroneous course, for there was surely no evidence before the Government of India that I had *pursued* that course. I *proposed* it no doubt, and, had in a few cases, anticipated its sanction; but when it was disapproved I necessarily gave it up. It may be that when the above expression was used, the Government of India thought I had been already *doing* what I had only *asked leave to do.* If it be otherwise, on its being shown to me what Schools or classes of Schools have been aided contrary to the terms of the Education Despatch, or in what

* These are the words of my former Minute on this subject, assented to and adopted in Mr. Beadon's present letter.

precise cases the instructions of the Education Despatch have not been followed, I shall set myself at once to correct what is so indicated to me as erroneous.

20. I think I now understand that in the opinion of the Government of India the encouragement of popular Education may be pursued into classes of the people lower than those who may be expected to attend "Vernacular Schools of a comparatively high order;" but that this encouragement must not be by means of Grants-in-aid, but by means somewhat after the fashion of those used by Mr. Thomason in the North-Western Provinces. I have explained that we are already using those and other similar means, and with considerable success. But some of them, such as Model and Purgunnah Schools, cannot be extended in Bengal without a greater expense than would be incurred if the same thing were done by an enlargement of the Grant-in-aid Rules; and this has not been approved. I know nothing for it therefore, but to do without such means, or have them at a larger expense than (to me) has seemed necessary. In any case I shall not fail to follow my instructions with the closest observance.

21. I have avoided in this Minute the use of the expression "the masses," although I might have quoted for it the authority of the Education Despatch of 1854. But I think it has in some quarters led to misunderstanding, and may cause consequent disappointment. Some have understood from it that the Government contemplated the immediate instruction in, at all events, the arts of reading and writing and the rudiments of learning, of all the poorest people of India, the hewers of wood and drawers of water over all this continent: And, by persons so understanding it, plans have been expected which were to provide for this vast purpose, and occasional peevish censures have been uttered because of the delay to enter upon a work supposed to be essentially and indispensably required.

22. To me all this appears absolutely visionary. It is more than has yet been attained in England, and it is more than the social and economical condition of India could for many a season permit us to attain here, even if the Government had got men and means to attempt it. We must feel our way and go as low as we can, educating or showing how to educate where there seems to be a call for Education, and stimulating and encouraging the production of such a call; but not

forcing Education upon our subjects against their present wishes, and against the very necessities of their existing condition. After all we can do, there will remain millions of our subjects to whom, and to whose children and children's children, Education is and will be a thing hopelessly incompatible with the stern and pressing needs of a pauperized and precarious existence. And these are in fact "the masses" for whom we are expected to propose Utopian plans of enlightenment and intellectual elevation.

23. But, without looking to these portions of the population, it was judged in 1854 that there were classes of people, below those up to that time touched by our operation who lay fairly open to our reasonable exertion; and the result of the experiment has shown that the anticipation was correct. Not yet, by many degrees, has been, or could have been done, even for these classes, all that they are capable of receiving: But in peering downwards among these new clients, we have assuredly been able to discern that there are some classes lower still, though much above the lowest, whom it may be possible to touch by a new effort, and to these it is our duty to extend our hands as soon, as far, and as long as our means will fairly permit. Every lower step will open out a lower and lower view, and will by slow but very sure degrees, bring larger and larger numbers within our reach of those whom we anxiously desire to aid; until, in the fulness of time, all will be embraced in our operations. But this will be the work of centuries; nor could it be other than a vain thing to try to anticipate the gradual progress of national developement or to hope to gather in a day the fruit that must be matured through long succeeding ages.

24. Finally I am anxious to take this, perhaps the last opportunity I shall have, of drawing attention to the loss of time which has been occasioned in this, as in some other matters, by the system of correspondence, which is necessarily almost universal in India. It will be seen on reference to page 18 and following pages of the Annual Report for 1856-57, and pages 23 and 55 to 67 of the Annual Report for 1857-58, that the series of Minutes and letters of which this paper is I trust the last, has now extended over more than two years, during which it has manifestly impeded action and hindered the progress of the measures designed by the great Despatch of 1854. Yet it will appear at the same time that it has almost all been about words, and has chiefly turned on

a real or supposed misunderstanding of the intent and purport of the instructions of the Home Government of 1854 above alluded to. But the only real thing requisite was to instruct the Local Authority *what to do*, and to *make him do it*. It is likely enough that I have erred in my interpretation of the Despatch in question; but if so, I have erred in all sincerity, from a real inability to understand what has been required of me, and not from any perverseness; and even after all that has been written on the subject, I am not sure that I quite understand it yet. But it seems to me, (I say it with all respect and deference,) that residing, as I have done the greater part of this time, within earshot (as it were) of the Supreme Authority, it is to be wished that the prevailing forms of business in this country could have allowed of my being personally conferred with, and verbally instructed as to the points in which I was supposed to be in error. I have had no wish but to obey orders, though I may have been dull in apprehending them; and I am sure that half an hour of verbal question and explanation would at any time have sufficed to set me in the right way, speeding the real business in hand and saving many sheets of (on my part) dreary and I fear unprofitable discussion.

FRED. JAS. HALLIDAY.

28. On the 17th May last, Mr. Secretary Grey communicated to the Government of Bengal the remarks of His Excellency the Viceroy on the Minute of the late Lieutenant Governor, dated the 24th March.

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*From* W. GREY, ESQ., *Secretary to the Government of India, Home Department, to* E. H. LUSHINGTON, ESQ., *Offg. Junior Secretary to the Government of Bengal,—(No.* 1021, *dated the* 17*th May* 1859)

SIR,

I AM directed by the Governor-General in Council to acknowledge the receipt of your letter No. 160, dated the 28th of March, submitting a Minute by the late Lieutenant-Governor of Bengal, explanatory of the plans hitherto pursued for the promotion of popular education in the Lower Provinces.

2. His Excellency in Council readily admits that it is shown in this Minute, that effective measures have not been wanting on the part of the Bengal Government for the encouragement of Vernacular Education among classes lower in the social scale than any which had been affected by the operations of Government previously to the receipt of the Court of Directors' Despatch of 1854; and he will have much pleasure in furthering the extension of those measures as soon as the means of doing so are again available. The Governor-General in Council gladly expresses his concurrence in the opinion of the Lieutenant-Governor that, for what has been done, credit is due to the Officers of the Education Department in the Lower Provinces.

3. As regards the establishment of Hulkabundee Schools, His Excellency in Council quite agrees with Mr. Halliday, that a cess for the encouragement of education cannot be imposed in Bengal, and the funds are therefore wanting for the establishment of a system of Hulkabundee Schools, such as has been established in the North-Western Provinces. Moreover, if the funds were forthcoming, the establishments for Superintendence would be wanting, as there are no Mofussil Tahseels in Bengal. But the Governor-General in Council does not apprehend that the establishment of this particular system is essential to success in promoting the wide spread of popular education. On the contrary, he believes that success will be more probable by following up the system which has already been commenced in Bengal, that is, by improving the indigenous Schools, by visiting and encouraging them, by giving them books, by establishing model Schools for their better example, by giving pecuniary rewards to indigenous school-masters for each pupil brought up to a given standard, by introducing superior teachers into indigenous schools, by grants-in-aid to Anglo-Vernacular Schools and also to Vernacular Schools of a comparatively high order, imparting a good elementary education. By a steady prosecution of these measures, and by extensively disseminating cheap books among the people, the Governor-General in Council believes, as stated in Mr. Beadon's letter of the 21st of January, that more may be done for the masses than by the direct support of Vernacular Schools, or the direct employment of school-masters.

4. But while holding this view, the Governor-General in Council would by no means be understood as intimating an opinion that the

Government should refrain altogether from affording direct assistance to the establishment of good and cheap Vernacular Schools for the lower classes, and he desires me to ask the special attention of the Bengal Government to the remarks on this important point, which are contained in Mr Halliday's Minute.

5. Mr. Halliday, in reply to a suggestion regarding the possibility of establishing cheap schools in Bengal like the Hulkabundee Schools of the North-Western Provinces, states that in Bengal "it is notorious that schools at such a low rate or double such a low rate as six or seven Rupees a month, cannot exist, and no person has ever proposed to attempt them." He adds that our aided Vernacular Schools in Bengal were never reckoned to cost much less than 20 Rupees per month, which was "considered cheap," and that the Hardinge Vernacular Schools were rated at 18 to 25 Rupees per month, besides permitted fees, and that the failure of those schools was in a great measure attributable to the inadequate pay given to the teachers "Nor," Mr Halliday goes on to say, "has it ever been alleged or supposed that any thing deserving the name of a school could be established in Bengal on much lower terms than these, so that as far as the suggestion (of establishing schools for the masses like the Hulkabundee Schools of the North-Western Provinces) is to be understood in this sense, I must reply that in Bengal it is simply impossible."

6. Now these statements, if well founded, appear to the Governor-General in Council to have so serious a bearing on the future prospects of popular education in Bengal, that he is very unwilling to accept them without full and satisfactory proof For if it be indeed the case that schools cannot be established in the Lower Provinces for less than 20 Rupees a month, it seems to follow that schools cannot be generally established there at all. Neither, on the one hand, would financial considerations permit the Government to establish such schools *generally*, nor, on the other hand, would it serve any useful purpose to establish a few such schools to serve for models, as they would be far too expensive for the people to imitate.

7. With reference to the statement in the quotations above given from Mr. Halliday's remarks, that no one has ever supposed that any thing deserving the name of a school could be established in Bengal for much less than 20 Rupees a month, I am directed to draw attention to

the last printed Report of Mr. Woodrow, the Inspector of Schools in Eastern Bengal, in which, after going very fully into the question of what ought to be the scale of a national school in Bengal, he comes to the conclusion that the whole expense ought not to exceed 12 Rupees a month, of which he suggests that the Government should pay one half. And on so vital a point as the possibility or impossibility of cheap Vernacular Schools in Bengal, it does not seem out of place to refer to a doubt which is understood to have been expressed by some of those most interested in the cause of education in Bengal, namely, whether many of the cheap grant-in-aid schools (which it is believed are generally of a type higher than is necessary for national schools) are not in fact supported exclusively upon the amount (10 to 12 Rupees a month) which they receive from Government, false returns and receipts being periodically submitted to ensure the continuance of the gran- It is unfortunately not possible in India to dismiss as wholly improbable such a doubt as this when it arises, and it seems desirable to the Governor-General in Council that some steps should be taken under the direction of the Lieutenant-Governor, for ascertaining whether it has any foundation.

8. In the absence, too, of specific proof that the belief entertained and expressed by Mr. Halliday is well founded, it may be fairly urged that it does not appear to be supported by the reason of the case. There is no *primâ facie* reason why, while it is possible to establish schools in the North-Western Provinces and Behar, at an expense of from 5 to 7 Rupees a month, it should be impossible to establish the same schools in Bengal for much less than 20 Rupees a month. The wages of labor in the two Provinces are not so unequal as to account for this great difference, and as regards a popular desire for education, and a supply of masters, the difference, it is believed, is all in favor of Bengal. There is no reason either to suppose that the indigenous schools of Bengal are upon a much more expensive scale than those of Behar.

9. Again, it is well known that natives of this country will gladly accept service in their own villages for a very small fixed salary. Mr. Harrison, the Inspector of Schools in Behar, in his Report for the 1st Quarter of 1856-57 (paragraph 28), quotes an instance of a man who, being in the receipt of only Rupees 5 a month, declined to leave his

village upon a salary of Rupees 30, and it is believed that, among the natives themselves, few if any who are employed in their own villages receive a higher salary than 7 or 8 Rupees a month.

10. These considerations induce the Governor-General in Council to urge upon the Government of Bengal the necessity of instituting a careful investigation into the correctness of Mr. Halliday's opinion as to the impracticability of establishing really cheap schools in Bengal, consulting not only the Officers of the Education Department, but such other and independent sources of information as may suggest themselves to the Hon'ble the Lieutenant-Governor.

29. A copy of this letter was transmitted by His Honor the Lieutenant-Governor of Bengal to this Department accompanied by separate instructions as follows :—

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No 287.

FROM E. H. LUSHINGTON, ESQ.,

*Offg Junior Secretary to the Government of Bengal,*

TO THE OFFG. DIRECTOR OF PUBLIC INSTRUCTION IN BENGAL.

*Fort William, the 17th June* 1859.

Education.

SIR,

WITH reference to the correspondence noted on the margin, I am directed by the Lieutenant-Governor to forward herewith for your information a copy of a letter from the Secretary to the Government of India in the Home Department No 1021, dated 17th ultimo, communicating the orders and remarks of His Excellency the Governor General in Council on the Minute of the late Lieutenant-Governor, explanatory of the plans hitherto pursued for the promotion of popular education in the Lower Provinces; and to request that you will obtain the opinion of the Officers of the Educational Department on the important question of national schools in Bengal as desired by the Supreme Government.

To Director of Public Instruction No. 92, dated 21st February 1859.
From ditto ditto No. 337, dated 24th ditto.
To ditto ditto No. 199, dated 15th April 1859.

2. Although the Lieutenant-Governor has addressed a Circular letter to several gentlemen known to be interested in matters connected with popular education in Bengal—a copy of which is herewith forwarded for your information—inviting their opinion on this subject you are at liberty to consult any independent sources of information you may think desirable and to submit the remarks thus obtained with your own and those of the Officers in your Department for the consideration of the Lieutenant-Governor.

3. I am desired to draw your particular attention to paragraph 4 of Mr. Secretary Grey's letter above adverted to, and to request the favor of your opinion on the important point therein noticed.

4. With reference to *paragraph* 7 of the orders of the Government of India under notice, I am directed to call your attention to the last paragraph of Mr. Junior Secretary Buckland's letter, No. 608, dated 19th November 1857, and to request you will be so good as to furnish the Lieutenant-Governor with a report of the measures which were adopted by your predecessor in obedience to the instructions therein contained, and the results which attended them.

5. This information is not to be delayed pending the preparation of a reply to the other matters to which this letter refers.

I have, &c.

(Signed) E. H. LUSHINGTON,

*Offg. Junior Secretary to the Government of Bengal.*

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**Female School.**

30. The following female Schools aided by Government have been in operation during the past year, as ascertained from the latest returns received in the Office.

NAMES OF SCHOOLS.

| | | | | No. of Pupils. |
|---|---|---|---|---|
| Coolingram | Female School | Zillah | Burdwan, ... | 25 |
| Jowgong, | ditto | „ | ditto, ..... | 27 |
| Balee, | ditto | „ | Howrah,..... | 22 |
| Gopalnagore | ditto | „ | Hooghly, ... | 129 |

NAMES OF SCHOOLS,—*Continued.*

| | | | No. of Pupils. |
|---|---|---|---|
| Dwarhatta, Female School | Zillah | Hooghly,..... | 58 |
| Dacca, ditto | „ | Dacca, No return received. | |
| Khajoorah, ditto | „ | Jessore, no information. | |
| Calcutta Girl's School | „ | Calcutta,..... | 100 |

31. The number of such schools would doubtless have increased; but measures for extending the operations of the Department in this direction were discontinued in compliance with the orders of the Supreme Government, "His "Honor the President in Council being of opinion that unless "Female Schools are really supported by voluntary aid they "had better not be established at all." A proposal however for the establishment of eight model Female Schools in each of the districts of Hooghly, Burdwan, and the 24-Pergunnahs on the same principle as model schools for boys already established in numerous districts, has been referred Home for the consideration and orders of Her Majesty's Secretary of State for India. An answer to this proposition has not yet been received.

Miscellaneous—Holidays.

32. In consequence of the change in the period of holding the University Examination it was proposed by the Director of Public Instruction, and approved by the Lieutenant Governor, that in future, as regards the Colleges for general education and the Collegiate Schools, in place of the forty-five days now given in April and May and the two days at Christmas, there may be a summer vacation of fifteen day's duration, and a second vacation for one month at Christmas immediately after the conclusion of the University Entrance Examination. The Academic Sessions will therefore in future years

be considered to commence after the conclusion of the longest vacation *i e.* in January of each year.

33. The former orders relating to holidays for Zillah schools have been cancelled, as inconvenience was felt from the observance of one set of holidays by the various Zillah schools situated in different parts of these Provinces, and the holidays to be observed in each Zillah school will be those that may be decided upon by the Local Committee and Inspector, due regard being of course had to local circumstances and usages. The total number of such holidays however are not to exceed fifty days in the year exclusive of Sundays.

34. In September last a copy of a Despatch from the Hon'ble the Court of Directors was forwarded to this Department by Government, expressive of their serious displeasure at certain passages contained in the report of one of the Inspectors of Schools in which he stated that while keeping up the theory of eliciting voluntary aid, he practically induced the natives to believe that it was the *order* of Government that their children should attend the schools under his inspection.

35. This Despatch was published in the *Calcutta Gazette,* and I recur to it simply to record that it was circulated to all Inspectors of Schools under the authority of this Department. At the same time the concluding remarks of the late Hon'ble the Court accord so entirely with my own views on the subject, and are altogether so highly important, that I feel it a duty to give them a place in the published records of this Office.

"In the above passages and in many other parts of Mr.—'s "Reports, there are statements of the most important char- "acter with respect to the apprehensions, entertained by the

"natives of interference with their religion on the part of "the Government in their educational proceedings."

"The Government will adhere, with good faith, to its an-"cient policy of perfect neutrality in matters affecting the "religion of the people of India; and we most earnestly cau-"tion all those in authority under it, not to afford by their "conduct, the least color to the suspicion, that that policy "has undergone or will undergo, any change."

"It is perilous for men in authority to do, as individuals, "that which they officially condemn. The real intention of "the Government will be inferred from their acts, and they "may unwillingly expose it to the greatest of all dangers, "that of being regarded with general distrust by the people."

"We rely upon the honorable feelings which has ever "distinguished our service for the furtherance of the views "which we express. When the Government of India makes a "promise to the people, there must not be afforded to them "grounds for a doubt as to its fidelity to its word."

Schooling fees.

36. In consequence of the schooling fee of the Hindu and Colootollah Branch Schools being raised from Rupees 5 and Rupees 4 to Rupees 7 and 5 a month, Rajah Radhakant Bahadoor and others submitted a petition to the late Lieutenant Governor appealing against the increase. The petition was forwarded to this Office for report, and as in his reply the Director of Public Instruction declared what he conceived to be the policy of Government, I subjoin it complete.

No. 780.

FROM

THE DIRECTOR OF PUBLIC INSTRUCTION,

TO

E. H. LUSHINGTON, ESQ.,

*Offg. Junior Secy. to the Govt. of Bengal.*

FORT WILLIAM, *dated 18th April* 1859.

SIR,

"I have the honor to acknowledge the receipt of your communication No. 169, dated 1st instant, forwarding to me for report a petition from certain inhabitants of Calcutta complaining of the recent increase in the rates of Schooling fee at the Hindu and Colootollah Schools."

2, "This petition, I submit, proceeds throughout on the erroneous supposition that the Government is bound, or at all events professes, to keep up English schools for the "middling classes of the community" in which schools only such fees as those classes can pay without inconvenience are to be levied. Now, it is hardly necessary to remark that this is not the intention or the policy of Government. In the reports of this Office it has been frequently stated (for the information mainly of persons such as those who have signed this petition) that the Government measures are directed to generating a desire and demand for education, and assisting those most interested to supply this demand themselves, rather than to the direct education of the people of this country by State machinery; and that, in such places as Calcutta more especially, the Government should refrain as much as possible from underselling and injuring private Educational Establishments, and should even be prepared to withdraw from such parts of the field as are being energetically and successfully worked by others. If then the result of a gradual increase of the fees in the Government Schools be, as I admit it is, to transfer many of the lads from the lower classes of Government Schools to private teachers who are well able to impart to them the first elements of an English education, the result in a large view of the case is surely cause for congratulation rather than complaint. I trust therefore that the Lieutenant Governor will see no reason to change his opinion in favor of the measure I refer to as one in entire accordance with the policy of the Government and of the Despatch of July 1854."

I have &c.,

(Signed) W. GORDON YOUNG,

*Director of Public Instruction.*

37. In January last an Extract from a Despatch from the Secretary of State for India was received, expressing his regret that the decision of the Lieutenant Governor in reference to the re-distribution of the salaries of Vernacular School Masters in the district of Kamroop was overruled by the Supreme Government, and a fair trial was not given to the plan. The Inspector of Schools North East Bengal and Assam was requested to furnish a scheme (not involving increase of expense) for the efficient organization of the Kamroop Village Schools; the same having been duly received, it was submitted to Government with the Director's recommendation. Instructions on this subject have not yet been forwarded to this Office.

Grant in aid Rules.

38. Some difficulty having been experienced in administering the grants in aid, in order to prevent the falsification of accounts, and with a view to bringing their finances more directly under the supervision of the Education Department, the following Rule was submitted to Government and sanctioned :—

RULE.

"In the event of an Inspector of Schools having reason to be dissatisfied with, or distrustful of, the manner in which the assets, expenditure, or accounts of any grant in aid School under his inspection are managed, should he nevertheless not deem the case to be one calling for the annulment of the grant, he shall be empowered, with the sanction of the Director of Public Instruction, to direct that the finances of the School be brought more directly under the control of the Education Department in the manner following; that is to say, that the subscriptions, fees, and other assets of the School be paid every month by the Managers into the District Collectorate, and that bills for the establishment and current expenditure of the School be submitted every month to the Inspector, and be by him after approval forwarded for audit and payment in the same way as if they were the establishment Bills of a Government School under his immediate control."

39. During the past year a further advance of Rupees 8,203-2-0 was sanctioned to Pundit Eswarchunder Surma for a reprint of vernacular books as per margin.

**Books.**

| | | |
|---|---|---|
| Outlines of Geography ... | 6,000 | copies, |
| Patigonita ... ... ... | 5,000 | " |
| Nitibodh ... ... ... | 1,000 | " |

40. The continuance for another year of the grant of Rupees 2,400 to the Education Gazette, which is referred to in paragraph 48 of the report of this Department for 1856-57, has also been sanctioned. In connection with this subject I may also mention that the Government of Bengal called on this Department in March 1858, with reference to the orders of the Hon'ble the Court of Directors, to furnish periodical reports on the publications issued from the Native Press. As this Department, with the means at present at its disposal, was unable to respond to this call, it was proposed by the Director that a Librarian and Vernacular Reader at Rupees 200 per mensem, with office establishment at Rupees 50, should be attached to his office. The Supreme Government declined sanctioning the proposal as being extravagant, and remarked that the requisition of the Hon'ble Court should be complied with, with the means available. The Inspectors of Schools have accordingly been requested to notice the Native publications in their periodical narratives; and the Government of Bengal has, in the mean time, been solicited to refer the subject to the Secretary of State for orders.

The Director's position.

41. The Director of Public Instruction, previous to his departure for England, submitted his views to Government regarding his own position, and, as a means of ensuring the future better working of the Department, he suggested that it be more

closely connected and identified in all matters of importance with Government; and that the Director act as an Assistant Secretary to Government *ex officio.*—The late Lieutenant Governor in recording a minute on the occasion expressed his concurrence generally in the views of the Director, but left the subject for the consideration of his successor, he being on the eve of resigning office.

Apology.

42. In conclusion I would observe that I have complied with your very urgent requisitions in sending in this report at once. At the same time I must add that I have not had those materials at hand which would have enabled me to give the Lieutenant Governor a complete *resume* of the proceedings of this Department for the past year, or an accurate view of the existing state and future prospects of education in the Provinces under his Government. Some of the annual reports of Schools and Colleges are only now dropping in, and the annual reports of three of the five Inspectors of Schools are yet wanting.

43. This report, therefore, is defective in many important particulars, and especially in statistical information. Statistics, past and present, form the very *backbone,* if I may so apply the term—of a report progress of this nature, and the results attained by their comparison, its *essence.* In England and other countries, where the value of an Education Department is appreciated in its fullest sense, and where it is made subservient to the highest interests of State policy, Statistical tables, with illustrative maps showing the amount of crime, immorality, &c., in comparison with the state of Education in the several districts of the country, are often appended to these general reports. Here, where less than one out of one thousand of the teeming multitudes of these Pro-

vinces, is brought under the influence of State Education, it would be absurd to look for any such returns; but an abstract of such modest results as have been, and are being, attained in the Department, should invariably be included in these reports, and I cannot more forcibly impress on the Lieutenant Governor the necessity for requiring such information, than by quoting the following passage from a speech lately made by Her Majesty's first Lord of the Treasury in his place in Parliament. "But" said the Earl of Derby "with respect to the slight reliance that can be placed on some of these Statistical Returns, I may mention that we have papers purporting to give the attendance of Government Schools in the various districts of Bengal, the North Western Provinces, Madras, and Bombay. I find that the Schools, which are all Government Schools, are divided into Colleges, superior Schools, and inferior ones. In Bengal the number of Scholars in attendance is 7,000, in the North Western Provinces 6,000, in Madras 1,759, and in Bombay 23,846. Now the result presented by these figures is so extraordinary that it is clear there must have been some confusion in the mode of arranging them; and I believe that a comparison between the different Provinces founded merely on these *data*, would be totally fallacious. (Speech of the Earl of Derby in the House of Lords, 15th April 1859, *Times* 16th April.)

44. I do myself the honour to forward the reports of the Inspectors of Schools South Bengal and North East Bengal for last year. The reports of the Inspectors of Schools Behar, South West Bengal, and East Bengal, will be transmitted as soon as they have been received.

45. The usual Appendices will be forwarded in print hereafter, and I shall be prepared at an early date to effect arrangements in communication with Government for en-

suring that the annual reports of this Department be qn-s mitted within such reasonable time after the close of the official year, as may be decided upon.

I have the honor to be,

SIR,

Your most obedient Servant,

W. N. LEES,

*Offg. Director of Public Instruction.*

# Appendix A.

## REPORTS OF THE INSPECTORS OF SCHOOLS, PRINCIPALS OF COLLEGES, AND LOCAL COMMITTEES OF PUBLIC INSTRUCTION.

FROM

THE INSPECTOR OF SCHOOLS*, EAST BENGAL,

TO

THE OFFICIATING DIRECTOR OF PUBLIC INSTRUCTION,

*Dated Fort William, 24th August* 1859.

SIR,

IN obedience to the injunctions contained in the Circular, No. 970, dated 12th May 1856, I have the honor to submit to you my Report for the year ending 30th April 1859.

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* The authority, empowering Inspectors of Schools to write on the subject of Colleges, is contained in the following passages.

*Circular of the Director of Public Instruction to all Inspectors dated 12th May* 1854, *see Report for* 1856-57, *Appendix B. page* 7, *paras.* 1, 2, 3 *and* 7.

"It is thought desirable, that the quarterly reports furnished to Government from the Education Department, should be drawn up, as much as possible upon a uniform plan, and that the subjects treated therein should generally follow each other in nearly the same order. With this view I propose to indicate the order in which it will usually be convenient that those subjects should be noticed in your quarterly report.

2nd "The higher kind of education, as carried on at *Colleges* and Anglo Vernacular Schools, might be first taken up. Under this head, the state of the several Government institutions, as learnt by personal inspection, correspondence,

2. Education in East Bengal has during the past year been stationary. That it has not retrograded is most encouraging, since the difficulties in its way have been great. By peremptory orders from the Government here and at home, all fresh

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recorded results of examination, &c, would naturally be described; together with the character of the instruction carried on in them, and the qualifications of the Teachers, special mention being made of particularly deserving individuals. The degree in which these institutions have been cared for or supervised by the several Local Committees might here be adverted to. Under this head would also be noticed the state of private schools and Colleges in the Division."

* * * * * * * *

3rd. "Elementary, indigenous, and Vernacular Schools, and specially those for the lower classes, might next be treated of under this head, the subordinate points referred to would be nearly the same as those noted under the head of *Colleges* and English Schools.

7th. "You will understand that it is not intended by these suggestions to prescribe a form or order of Report to be strictly adhered to under all circumstances and never to be deviated from; still less is it intended to preclude an Inspector from noticing any points or subjects which may happen not to be among those mentioned above.

*Educational despatch from the Honorable Court of Directors, dated 19th July* 1854.

Para. 18. An adequate system of inspection will also, for the future become an essential part of our educational system; and we desire that a sufficient number of qualified inspectors be appointed, who will periodically report upon the state of those *Colleges* and Schools which are now supported and managed by Government, as well as of such as will hereafter be brought under Government inspection, by the measures that we propose to adopt. They will conduct, or assist at, the examination of the scholars at these institutions, and generally, by their advice, aid the managers and school masters in conducting *Colleges* and Schools of every description throughout the country.

19th. Reports of the proceedings of the inspectors should be made periodically, and these again should be embodied in the annual reports of the heads of the Educational Department which should be transmitted to us, together with statistical returns (to be drawn up in similar forms in all parts of India), and other information of a general character relating to education.

grants to Schools have been prohibited, and the utmost economy enjoined in the expenditure of the present assignment. But it is not the suspension of Government encouragement only that I have to regret, the interest of the European community in the cause of Schools has been chilled, and now does not exist. As Mr. Harrison reported last year of Behar, so have I now to report of East Bengal, that an utter distaste to education has been conceived by almost all its former European supporters. Among all ranks of society, civil and military, high and low, rich and poor, scarcely any one now cares for the Schools of his District, Government Officials and private gentlemen feel and show both apathy and dislike to the work of education. Were Schools such exotic plants as some imagine, they would speedily wither and die under the cold blast of general aversion, the aversion I mean of their former European friends.

3. Lord Ellenborough two years ago expressed a fear that "the subscriptions and the adhesion to our new system of "education, which have been termed voluntary, have but "in too many cases been only the result of a desire to "stand well with the zealous Officers of the Government "who had to introduce and advocate the plan;" and he consequently directed that,—"It ought to be made quite "clear to the people that our Government does not desire "to assist in the education of a single child not brought to "the School with the full, voluntary, unsolicited consent "of its parents; and that whoever offers a subscription to a "School is at liberty to withdraw it at any time, and will "not be the worse thought of for doing so."

4. These directions have received their full and entire accomplishment. No one ever asks a parent to send a child to School, and the capricious fluctuations of the Subscription Lists demonstrate to perfection that Native Gentlemen are

fully aware of the liberty they have at any time to withdraw their contributions. Those few, and they are very few, who subscribe simply with a view to stand well with zealous Officers of the Government, now spare themselves such a work of supererogation. The subscriptions are spontaneous. Those who want the Schools pay for them. The rich give their contributions because they are asked to do so, not by the Rulers of the land, but by their own relations, servants and tenants. A feeling is abroad that an educated man can earn more than an uneducated man, and therefore every lad anxious to win his way in life, is anxious also for the means of rising, that is for education, and his parents second his views.

Estimation in which our Schools are held by the Native community.

5. In East Bengal our Schools are absolutely the most popular of all the institutions in which Government has any share. The police are detested, the courts hated, and the survey dreaded. In all these departments power is placed in the hands of Ameens, and the Ameens turn it to account by exacting bribes, speed-money, and numerous other perquisites. The Government School Master has no such power. The Head Master at Burrisal lately complained to me that even a common clerk of the Police Court was more feared than himself, and in consequence could buy rice and curry stuff at a cheaper rate. What the Head Master considered as a grievance and disgrace, I looked on as an honor. Our Schools are really liked by the people. I could produce from the reports of my Deputy Inspectors and from letters to myself numerous testimonies in support of this assertion, but I prefer to appeal for corroboration to facts altogether beyond the action of this Department. I will produce proof that Schools are liked by the higher, by the middle, and by the lower classes of Native society.

6. First then, that the Government English Schools are liked by the higher classes of the Hindoo community, I prove by a reference to the appeal made in June last by the British India Association,—an Association composed of rich Zemindars be it remembered—from the Government of Bengal to the Government of India. The Government of Bengal had given its full approbation to the proposition, that the State should be prepared to withdraw from such parts of the educational field as are being worked by others. The Association in proposing an appeal to the Supreme Government remarked thus, " Mr. Young has the candour to state that the " object of the periodical enhancement of the schooling fees " of those Schools (the Hindoo and Colootollah Schools) is " to abolish them by transferring the lads to private institu- " tions, and to sever the connection of Government from " education establishments, save as a superintending agency, " which he says is in entire accordance with the policy of the " Government and of the Despatch of July 1854. The Com- " mittee however fail to perceive whether such should be the " policy of Government, and whether it is in unison with " the terms of the despatch. The Committee have there- " fore resolved to bring the subject to the notice of the " Supreme Government."*

* The resolution of the Government of India, dated 11th June 1859, in conformity with the instructions in paras 46, 54 and 55 of the despatch of the Secretary of State dated April 1859, declares " that no fresh schools of " this class (English and Anglo Vernacular) shall be founded unless support- " ed in part by local subscriptions, in conformity with the requirements of the " Grant-in-aid Rules."

The Director of Public Instruction is of opinion that " the principle of this " order is as much opposed to the enlargement of an existing Government " English School as to the founding of a new one." The Government of Bengal concur in this opinion.

As the enlargement of a Government School costs nothing since the imme-

7. The full significance of this appeal or protest will not be seen unless we bear in mind that the Government Schools in question are not only self supporting, but yield a handsome revenue† to Government. The wealthy Zemindars therefore have in these Schools no pecuniary aid from the State; by the severance of the Schools from Government they would not lose a single penny. Why then do they deprecate "severance of the connexion with Government?" Simply because they think that Government manage the Schools on the whole better than they could manage them themselves. The Masters are better selected, are under stricter rules, are more regular in attendance, and generally are far better teachers than could be had for equal salaries in a private Institution. The boys too are under better

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diate increase of pupils at once repays the cost to Government of an extra teacher, or an additional School room; it remains that at the present moment all fresh grants in aid are peremptorily prohibited, and all extention of education in Government Anglo-Vernacular Schools is forbidden.

† The clear profits to Government of the Hindu and Cooloottollah Schools for the year ending 30th April 1859, was Rupees 12,524-11-5, or more than a Thousand Rupees a month.

The details are briefly as follows:—

HINDOO SCHOOL.

| | | | |
|---|---|---|---|
| Fees and Fines, | 25,991 | 8 | 0 |
| Total Expenditure | 21,349 | 12 | 11 |
| Profits, | 4,541 | 11 | 1 |

COOLOOTOLLAH SCHOOL.

| | | | |
|---|---|---|---|
| Fees and Fines, | 22,127 | 0 | 0 |
| Total Expenditure, | 14,143 | 15 | 8 |
| Profits, | 7,983 | 0 | 4 |

Mahomet Mohsin's College and School at Hooghly yielded last year a profit of Rupees 15,000 to Government.

discipline, and feel that they are and like it, though its enforcement may sometimes be painful. In the Hindu School there is some indication of that love to the place of education which we see so strongly developed in the case of our great public Schools in England. Nor is the feeling confined to the Hindu School only. The Colootollah or Hare School, is also regarded with fond affection in memory of its founder.

8. Whilst writing this paragraph, I received a letter from several students of the Dacca College, exhibiting so thoroughly this cordial feeling towards the place of their education, that though the subject on which it treats is foreign to my purpose, I cannot forbear making an extract. An appointment had been offered by an educated Native gentleman to two ex-students of the College, and declined by them in a highly impertinent manner, as they considered it beneath their acceptance. I expressed in a private letter, my regret at this foolish and ungrateful conduct, and I have just received unexpectedly a letter signed by several of the highest students of the Dacca College, from which I quote the following passage:—

"We know how a whole class is sometimes brought to discredit by "the conduct of some of its members. We know how the conduct "of some young men, educated in the Government Schools and "Colleges, has prejudiced the minds of a large Section of the European "community in India against the whole class of Native English Stu-"dents, and has procured it the unpleasant title of Young Bengal. "Seeing these facts we can imagine what an odium will be attached "to the Students of this College generally in the mind of every one "who becomes acquainted with the above circumstances. We have "no doubt but it has grieved you to see some ex-students of this "College, whose interests you take care of so earnestly, turn out "accused of such conduct. This we apprehend may naturally create "a feeling most prejudicial to this College. What we earnestly hope

"for is, that no disgrace be attached to our College, and no prejudice "entertained against its Students, in consequence of the conduct of "those ex-Students We would never have written a vindication "like this, especially as the opinions expressed here go against the "character of those whom we may consider our friends, had we not "been greatly apprehensive of injuring the character of the College "and the interests of its Students by our silence, implying thereby "that we do not consider ourselves wronged if thought participators "in the conduct of the said Baboos."

This passage shews that the Students unite their own good name with that of the College, and are sensitively alive to both. The feeling is highly commendable.

9. I could bring forward numerous other proofs, but I think that the above quotations will warrant me in assuming that the highest and most influential classes in Bengal, Landlords of estates larger than some English counties or German principalities do approve of the present Government connection with Schools and Colleges, and that the Students likewise are attached to their Schools.

10. *Secondly.*—To prove the feeling of the middle classes of the community, I take the testimony of the Hon'ble A. Eden, the Magistrate of Baraset, as quoted by Mr. Young in his remarks on Sir George Clerk's minute. Baraset is pre-eminently the district of the middle classes.

Mr. Eden says: "I can answer for my own district that "the demand for education is such that there is more risk "of causing disaffection by ceasing Government education "than by pressing it * * * There is quite a ferment here "already about further grants being stopped."

11. *Thirdly.*—To shew the feelings of the lower orders or rather the upper section of the lower orders I must appeal to facts, since members of this class of the community seldom deliver their opinions in writing. I ask in what houses are our

schools held? In the detailed list of the indigenous schools under improvement. I have added a column shewing the quality of the School houses. The letters D and Ch-M represent respectively the words Dalan and Chandi Mandap: both are idol houses, but the one has a roof of brick and tile and the other is a thatched structure. I have neither the power nor the will to place a school in an Idol House. The community of a Village locate it there. The building is generally the best in the whole Village and not ill suited for a School. The interruption of School work for the celebration of Hindoo worship is not frequent, since the festivals give rise to holidays; and the school would be closed in whatever building it might be held. Again, the Dalan and Chandi Mandap differ from the temple in being occupied by the idol temporarily only and not permanently. The contrast between the two uses of the idol house is most strange. At one time it is occupied by orderly groups of intelligent boys, eagerly studying the truths of History, Geography or Moral Philosophy, in translations from the most approved English authors; and at another time it is filled with excited crowds of devotees, clamorously celebrating the triumphs of Kali when her dancing shook both heaven and earth, or superintending the swinging of Krishna, and chanting his exploits among the milk maids of Brindabun. It is surely a picture of a house divided against itself. However that may be, the people unsolicited give of their best for the School use.

12. I lay it down as a self evident truth that if our schools were disliked, they would never be placed by the people in their Idol houses. It will be shewn in the detailed list of indigenous schools given below, that 60 out of 169 such village schools are placed in idol houses. From these facts I think myself warranted in concluding that Government

*schools so far from being disliked, are absolutely liked by all* classes of native society in Eastern Bengal.

Field of Inspection in East Bengal.

13. With the exception of the Government Colleges and English Schools in Calcutta and the College at Dacca, all Educational Institutions in East Bengal are open to my inspection. I am admitted freely to all private Schools. Since it is obviously impossible to enumerate all the private Schools, I am obliged to omit them all.

14. Two years ago I visited the Dacca College as a Member of the Local Committee, and in this capacity I had a share in the government of that Institution. The power of the Local Committee, however, has lately been taken away, and with it the power of the Inspector. The change has my cordial approbation. There is unfortunately in this country a morbid tendency to place the Principals of Colleges under Local Committees, just as if such men could not be trusted without leading strings, and were not much better judges of what is required for a College than the fluctuating community of a Station can be. I am happy to find that the Bishop of Calcutta in his proposal to found public Schools for Christian boys in India, has placed on record his opinion on the point, for no person in India is more entitled to be heard. "They (*i. e.* the Lieutenant "Governor, the Bishop, &c.,) should have the power of "electing and removing the Head Master, and of laying "down the general principles of School government and "education, and of appointing annual examiners. But "they should leave the internal management entirely to "the Head Master, as the constant interference of Trustees "and Committees only tends to confusion. The Head "Master should also nominate and remove Assistant "Masters."

15. It is much to be regretted that some Members of the

Local Committee of public instruction at Dacca should stil regard the recognition of a fundamental principle as a slight on themselves and should feel hurt at the suspension of their authority to interfere in the details of the College. Were they to adopt large English views of the matter they would probably concur in the sentiments of the Bishop.

16. The following Table shews for the last two years, the number and character of the Institutions in East Bengal, receiving support either entirely or partially from the State :—

SCHOOLS IN EAST BENGAL.

| | 1857-58. | | 1858-59. | |
|---|---|---|---|---|
| | Schools. | Pupils. | Schools. | Pupils. |
| Dacca College, ... ..... ..... ..... | 1 | 41 | 1 | 42 |
| Dacca Collegiate School, ... ..... ..... | 1 | 278 | 1 | 259 |
| Government Zillah Schools, ..... ..... | 10 | 1427 | 10 | 1425 |
| Government Vernacular Schools, ... ..... | 5 | 334 | 6 | 351 |
| Government Normal Vernacular Schools, ... | 1 | 90 | 2 | 186 |
| Government Model Vernacular Schools, ..... | 1 | 177 | 2 | 577 |
| Grant in aid Calcutta Girls' School, ... ..... | 1 | 93 | 1 | 100 |
| Grant in aid Native Female Schools, ..... | 1 | 33 | 3 | 57 |
| Grant in aid Anglo Vernacular Schools, ..... | 38 | 2874 | 35 | 2784 |
| Vernacular Schools attached to Anglo Vernacular Schools, ..... ..... ..... | 4 | 119 | 9 | 339 |
| Grant in aid Vernacular Schools, ... ..... | 60 | 3896 | 65 | 4174 |
| Indigenous Schools under improvement in 24-Pergunnahs, Baraset and Jessore, ... | 121 | 4881 | 127 | 5627 |
| Indigenous Schools under improvement in Dacca and Burisaul,... ..... ..... | 26 | 1107 | 42 | 1961 |
| Total, ..... | 270 | 15350 | 304 | 17882 |

17. An analysis of this list will supply almost all the information required in forming an opinion of the state of education in East Bengal. The number of schools has risen

from 270 to 304, and the pupils in them from 15,350 to 17,882 during the past year. The general character of the higher class of schools is stationary while an encouraging increase has taken place in the pupils of Vernacular Schools. Dacca College has increased by one student, the Government zillah schools have declined by two boys in 1,427.

The grants of three anglo-vernacular aided schools have been cancelled, and thus the pupils reduced by 90 boys out of 2,874.

The *bonâ fide* pupils at the vernacular aided schools have increased from 3,896 to 4,175, but the greatest increase, however, has occurred in the indigenous schools under improvement where the number of pupils has risen from 5,988 in April 1858 to 7,588 in April 1859.

In November last the Calcutta Normal School and Patshala or Model School were placed under my control in consequence of the resignation of Pundit Ishurchunder Bidyasagar; the increase therefore in the attendance in the Normal and Model Schools is due chiefly to this addition to my Inspectorship. It is encouraging to be able to state that the Dacca Model Vernacular School, which is self-supporting, has increased from 177 to 306 boys.

Classification.

18. But a statement of numbers without classification is inadequate. I have therefore appended a table shewing the classification I make of all the above schools. This table is a summary of the results of the inspection made by my Deputy Inspectors and myself. I have divided the whole of the schools into the six classes used by order of the Lords of the Council on Education in classifying schools in Great Britain.

Anglo Vernacular Schools.

The Zillah and Anglo Vernacular aided schools which train up to the standard of the University Entrance Examination, and are also in

other respects well managed and taught, are counted as excellent. From this standard as the highest the classification descends by the successive steps of good, fair, moderate, indifferent, and bad.

Vernacular Schools.

In the classification of Vernacular Schools an institution is considered "Excellent," where all the classes are well taught, rise by regular gradation to the highest, and where the pupils of the highest class can read fluently, spell accurately, explain all the Sanscrit compounds and contractions found in the higher class of Bengali reading books, know the Bengali Grammar thoroughly, write correctly at dictation, evince some degree of fluency in Bengali composition, work swiftly and well sums in proportion, fractions, decimals, interest, extraction of square and cube roots, and shew how to measure a field of many sides and to calculate its area. They are required also to know the Geography of the four quarters of the Globe and of India, to be able to draw a neat map, and to describe the principal events in the History of Bengal. This standard is attained by two schools. The next gradation is named "Good." Schools of this class are well taught and come nearly up to those called excellent, but the pupils are deficient in composition and are not quite so well grounded. In Arithmetic they have not mastered the rules for interest and for the extraction of roots, and in mensuration they know only the method for finding the area of a triangle and circle. This standard is attained by 19 Vernacular Schools. In the Schools marked "Fair," the pupils of the highest class study *Charupat* and *Nitibodh* in Literature, in Arithmetic Proportion, and Vulgar Fractions, in History the British Period in India, and in Geography Asia with especial attention to India. They practise map drawing, and of course

are exercised in spelling and writing at dictation. This standard is attained by 40 Schools. The best boys in "Moderate" schools study *Choritaboli* and *Nitisar*, the History of Bengal, the Geography of India, and the Rule of Three. There are 81 Schools in this class. All Schools which are below this level or indifferently organized, but not decidedly bad are classed as Indifferent. There are 94 Indifferent, and 16 Bad Schools. A School classified as Bad is no improvement on the indigenous School. I give in detail the classified list of Schools under my inspection that each Committee by seeing the position occupied by its School may be urged to greater exertions; and that Government may be able to compare the opinion of the Inspector with that of other Officials, who may visit and report on any of these Schools.

*Classification of the Government and aided Institutions in East Bengal.*

| | Excellent. | Good. | Fair. | Moderate. | Imperfect. | Bad. | Unclassified. | Total. |
|---|---|---|---|---|---|---|---|---|
| Dacca College, ..... ..... ..... ..... ..... | 1 | 0 | 0 | 0 | 0 | 0 | | 1 |
| Collegiate School, ..... ..... ..... ..... | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Government Zillah Schools, ... ..... ..... ..... | 4 | 5 | 1 | 0 | 0 | 0 | 0 | 10 |
| Government Normal Schools, ..... ..... ..... | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 2 |
| Government Model Schools, ... ..... ..... ..... | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |
| Government Vernacular Schools, ... ..... ..... | 0 | 3 | 1 | 1 | 1 | 0 | 0 | 6 |
| Calcutta Girls' School aided, ... ..... ..... ..... | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Native Female Schools aided, ..... ..... ..... | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 3 |
| Anglo Vernacular Schools aided, ..... ..... ..... | 0 | 6 | 8 | 14 | 6 | 1 | 0 | 35 |
| Attached Schools, ..... ..... ..... ..... | 0 | 1 | 3 | 2 | 3 | 0 | 0 | 9 |
| Vernacular Schools aided, ..... ..... ..... ..... | 1 | 10 | 8 | 16 | 22 | 5 | 3 | 65 |
| Indigenous Schools in the 24-Perghs. Baraset and Jessore, | 0 | 1 | 21 | 45 | 50 | 10 | 0 | 127 |
| Indigenous Schools in Dacca and Burisaul, ..... ..... | 0 | 3 | 7 | 16 | 15 | 1 | 0 | 42 |
| Total, ..... | 8 | 32 | 49 | 95 | 100 | 17 | 3 | 304 |

## Classification of the Schools in East Bengal.

| Name of the School. | Class. | Number of boys on the roll. | Actual cost to Government, Monthly. | | | Cost of each pupil to Government Monthly. | | |
|---|---|---|---|---|---|---|---|---|
| GOVERNMENT ZILLAH SCHOOLS | | | Rs | A. | P | Rs. | A | P. |
| Burisal, ... | Excellent, ... | 214 | 162 | 14 | 8 | 0 | 12 | 2 |
| Baraset, ... | Ditto, ... | 189 | 206 | 8 | 6 | 1 | 1 | 6 |
| Chittagong, ... | Ditto, .. | 146 | 345 | 9 | 1 | 2 | 5 | 11 |
| Jessore, ... | Ditto, ... | 208 | 257 | 4 | 7 | 1 | 3 | 9 |
| Barrackpore, .. | Good, . | 129 | 18 | 0 | 1 | 0 | 2 | 2 |
| Furreedpore,* .. | Ditto, .. | 126 | 243 | 14 | 5 | 1 | 14 | 11 |
| Comillah, .. | Ditto, ... | 150 | 249 | 6 | 5 | 1 | 10 | 7 |
| Pubna, .. | Ditto, ... | 99 | 207 | 12 | 9 | 2 | 1 | 7 |
| Noakhali, . | Fair, ... | 56 | 215 | 12 | 8 | 3 | 13 | 8 |
| | Total, ... | 1317 | 1907 | 3 | 2 | 1 | 7 | 2 |
| Russapugla, ... | Good, ... | 108 | 1123 | 9 | 1 | 10 | 6 | 5 |
| NORMAL SCHOOLS. | | | | | | | | |
| Dacca Normal School, ... | Good, ... | 95 | 783 | 12 | 2 | 8 | 4 | 0 |
| Calcutta „ „ ... | Moderate, .. | 91 | 595 | 3 | 2 | 6 | 8 | 8 |
| | Total, ... | 186 | 1378 | 15 | 4 | 7 | 6 | 8 |
| MODEL SCHOOLS. | | | | | | | | |
| Dacca Model School. ... | Excellent, .. | 306 | 15 | 0 | 0 | 0 | 0 | 9 |
| Calcutta „ „ ... | Good, ... | 271 | 184 | 6 | 4 | 0 | 10 | 11 |
| | Total, ... | 577 | 199 | 6 | 4 | 0 | 5 | 6 |

N. B —An asterisk shews that the entries are approximate, the yearly statistical returns not having been received when the table was prepared.

| Name of School. | Class. | Number of boys on the Roll | Amount of Government Grant | | | Cost to Government of each boy. | | |
|---|---|---|---|---|---|---|---|---|
| GRANT IN AID ANGLO VERNACULAR SCHOOLS | | | | | | | | |
| *In the 24-Pergunnahs.* | | | Rs. | A. | P | Rs. | A | P. |
| Alipore, ... | Good, ... | 137 | 80 | 0 | 0 | 0 | 9 | 4 |
| Garden Reach, ... | Ditto, ... | 135 | 80 | 0 | 0 | 0 | 9 | 6 |
| Cossipore, ... | Ditto, ... | 132 | 90 | 0 | 0 | 0 | 10 | 11 |
| Paikpara, ... | Ditto, ... | 186 | 64 | 0 | 0 | 0 | 5 | 6 |
| Barripore, ... | Fair, ... | 110 | 45 | 0 | 0 | 0 | 6 | 7 |
| Boroo, ... | Ditto, ... | 112 | 50 | 0 | 0 | 0 | 7 | 2 |
| Syedpore, ... | Ditto, .. | 91 | 50 | 0 | 0 | 0 | 8 | 10 |
| Rajpore,* ... | Moderate, ... | 116 | 40 | 0 | 0 | 0 | 5 | 6 |
| Kristonuggur, ... | Ditto, ... | 70 | 45 | 0 | 0 | 0 | 10 | 3 |
| Sookchar, ... | Indifferent, ... | 70 | 25 | 0 | 0 | 0 | 5 | 9 |
| | Total, ... | 1159 | 569 | 0 | 0 | 0 | 7 | 10 |
| *In Baraset.* | | | | | | | | |
| Halyshahur, Koomerhutta, | Fair, ... | 182 | 20 | 0 | 0 | 0 | 1 | 9 |
| Nibodoy, ... | Ditto, ... | 95 | 24 | 0 | 0 | 0 | 4 | 0 |
| Takee, ... | Moderate, .. | 77 | 50 | 0 | 0 | 0 | 10 | 5 |
| | Total, ... | 354 | 94 | 0 | 0 | 0 | 4 | 3 |
| *In Jessore.* | | | | | | | | |
| Noral, ... | Good, .. | 76 | 97 | 0 | 0 | 1 | 4 | 5 |
| Magoorah, ... | Fair, ... | 59 | 35 | 0 | 0 | 0 | 9 | 6 |
| Khajurah, .. | Moderate, ... | 54 | 25 | 0 | 0 | 0 | 7 | 5 |
| Khoolneah,* .. | Ditto, ... | 58 | 60 | 0 | 0 | 1 | 0 | 7 |
| | Total, ... | 247 | 217 | 0 | 0 | 0 | 14 | 1 |
| *In Pubna.* | | | | | | | | |
| Kumarkhali, ... | Fair, ... | 88 | 80 | 0 | 0 | 0 | 14 | 7 |
| Coruckdee,* ... | Moderate, ... | 57 | 25 | 0 | 0 | 0 | 7 | 0 |
| | Total, ... | 145 | 105 | 0 | 0 | 0 | 11 | 7 |

| Name of School. | Class. | Number of boys on the roll. | Amount of Government Grant. | | | Cost to Government of each boy | | |
|---|---|---|---|---|---|---|---|---|
| GRANT IN AID ANGLO VERNACULAR SCHOOLS. | | | | | | | | |
| *In Furreedpore.* | | | Rs. | A | P. | Rs. | A. | P. |
| Manickgunge, ... | Moderate, ... | 45 | 23 | 0 | 0 | 0 | 8 | 2 |
| Shaetghur, ... | Indifferent, ... | 50 | 24 | 0 | 0 | 0 | 7 | 8 |
| Duttoparah,* ... | Ditto, ... | 28 | 13 | 0 | 0 | 0 | 7 | 5 |
| Poyla, ... | Ditto, ... | 28 | 15 | 0 | 0 | 0 | 8 | 7 |
| | Total, ... | 151 | 75 | 0 | 0 | 0 | 7 | 11 |
| *In Burisal.* | | | | | | | | |
| Baneripara, ... | Moderate, ... | 36 | 25 | 0 | 0 | 0 | 11 | 1 |
| Madhabpasha, ... | Ditto, ... | 25 | 27 | 0 | 0 | 1 | 1 | 3 |
| Rahamatpore, ... | Ditto, ... | 20 | 25 | 0 | 0 | 1 | 4 | 0 |
| | Total, ... | 81 | 77 | 0 | 0 | 0 | 15 | 2 |
| *In Dacca.* | | | | | | | | |
| The Pogose School, ... | Good, .. | 181 | 60 | 0 | 0 | 0 | 5 | 3 |
| Kaleepara, ... | Fair, ... | 119 | 30 | 0 | 0 | 0 | 4 | 0 |
| Rowile, ... | Moderate, ... | 70 | 25 | 0 | 0 | 0 | 5 | 8 |
| Palash, ... | Ditto, ... | 35 | 20 | 0 | 0 | 0 | 9 | 1 |
| Joinshar, ... | Ditto, ... | 36 | 25 | 0 | 0 | 0 | 11 | 1 |
| Naraingunge,* ... | Indifferent, ... | 20 | 15 | 0 | 0 | 0 | 0 | 0 |
| Tagooria, ... | Ditto, ... | 59 | 15 | 0 | 0 | 0 | 4 | 0 |
| Joydebpore, ... | Bad, ... | 22 | 30 | 0 | 0 | 1 | 5 | 9 |
| | Total, ... | 542 | 220 | 0 | 0 | 0 | 6 | 6 |
| *In Chittagong.* | | | | | | | | |
| The Meer Hyahs School,... | Moderate, ... | 105 | 50 | 0 | 0 | 0 | 7 | 7 |
| | Total, ... | 105 | 50 | 0 | 0 | 0 | 7 | 7 |

| Name of School. | Class. | Number of boys on the roll. | Amount of Government Grant. | | | Cost to Government of each boy. | | |
|---|---|---|---|---|---|---|---|---|
| LORD HARDINGE'S SCHOOLS OR GOVERNMENT VER. SCHOOLS. | | | | | | | | |
| *In the 24-Pergunnahs* | | | Rs. | A. | P. | Rs. | A. | P. |
| Dukhin Baraset. ... | Good, .. | 69 | 16 | 6 | 3 | 0 | 3 | 9 |
| Muzzilpore,* ... | Fair, ... | 35 | 25 | 0 | 0 | 0 | 11 | 5 |
| Sukdebpore,* ... | Moderate, ... | 44 | 15 | 0 | 0 | 0 | 5 | 5 |
| | Total, ... | 148 | 56 | 6 | 3 | 0 | 6 | 1 |
| *In Baraset.* | | | | | | | | |
| Boro Jagoolia, ... | Good, ... | 65 | 21 | 10 | 11 | 0 | 5 | 4 |
| Chota Jagoolia, ... | Ditto, ... | 81 | 27 | 13 | 9 | 0 | 5 | 6 |
| | Total, ... | 146 | 49 | 8 | 8 | 0 | 5 | 5 |
| *In Jessore.* | | | | | | | | |
| Fuzzilpore,* ... | Indifferent, ... | 57 | 20 | 0 | 0 | 0 | 5 | 7 |
| GRANT IN AID VERNACULAR SCHOOLS. | Total, ... | 57 | 20 | 0 | 0 | 0 | 5 | 7 |
| *In the 24-Pergunnahs.* | | | | | | | | |
| Thakurpooker. ... | Excellent, ... | 118 | 18 | 0 | 0 | 0 | 2 | 5 |
| Shambazar, ... | Good, ... | 110 | 16 | 0 | 0 | 0 | 2 | 3 |
| Aheritollah,* ... | Ditto, ... | 128 | 21 | 0 | 0 | 0 | 2 | 7 |
| Kalighat,* ... | Ditto, ... | 59 | 17 | 0 | 0 | 0 | 4 | 7 |
| Boral, ... | Ditto, ... | 52 | 12 | 0 | 0 | 0 | 3 | 8 |
| Bursea,* ... | Ditto, ... | 111 | 20 | 0 | 0 | 0 | 2 | 10 |
| Chuckroberia, ... | Ditto, ... | 92 | 22 | 8 | 0 | 0 | 3 | 11 |
| Gochurn, ... | Fair, ... | 68 | 17 | 0 | 0 | 0 | 4 | 0 |
| Kansariparah, ... | Moderate, ... | 47 | 10 | 0 | 0 | 0 | 3 | 5 |
| Barripore, ... | Ditto, ... | 64 | 13 | 8 | 0 | 0 | 3 | 5 |
| Russa, ... | Ditto, ... | 62 | 25 | 0 | 0 | 0 | 6 | 5 |
| Moydah, ... | Ditto, ... | 49 | 10 | 0 | 0 | 0 | 3 | 3 |
| Sookchur,* ... | Ditto, ... | 52 | 26 | 0 | 0 | 0 | 8 | 0 |
| Belghoria, ... | Indifferent, ... | 56 | 11 | 8 | 0 | 0 | 2 | 4 |
| Rajahat,* ... | Ditto, ... | 167 | 16 | 0 | 0 | 0 | 1 | 6 |
| Carried over, ... | Total, ... | 1235 | 255 | 8 | 0 | 0 | 3 | 3 |

| Name of School. | Class. | Number of boys on the roll. | Amount of Government Grant. | | | Cost to Government of each boy. | | |
|---|---|---|---|---|---|---|---|---|
| | | | Rs. | A. | P. | Rs. | A | P. |
| | Brought over, | 1235 | 255 | 8 | 0 | 0 | 3 | 3 |
| Barrackpore, ... | Indifferent, ... | 47 | 16 | 0 | 0 | 0 | 5 | 5 |
| Ishuripore, ... | Ditto, ... | 38 | 13 | 2 | 0 | 0 | 5 | 6 |
| Kolagachia, ... | Ditto, ... | 38 | 15 | 0 | 0 | 0 | 6 | 3 |
| Malenchou, ... | Ditto, ... | 33 | 11 | 8 | 0 | 0 | 5 | 6 |
| Luckhikantpore,* ... | Ditto, ... | 31 | 13 | 0 | 0 | 0 | 6 | 9 |
| Ramnagore, ... | Ditto, ... | 89 | 15 | 0 | 0 | 0 | 2 | 8 |
| Akra, ... | Ditto, ... | 70 | 20 | 0 | 0 | 0 | 4 | 7 |
| Ruspunge, ... | Ditto, ... | 105 | 20 | 0 | 0 | 0 | 3 | 0 |
| Nudyal, .. | Ditto, ... | 40 | 20 | 0 | 0 | 0 | 8 | 0 |
| Andhermanic, ... | Bad, ... | 40 | 14 | 8 | 0 | 0 | 5 | 10 |
| Bonmogra, ... | Ditto, ... | 67 | 7 | 0 | 0 | 0 | 1 | 8 |
| Makhaltollah, ... | Ditto, .. | 64 | 9 | 8 | 0 | 0 | 2 | 5 |
| Sulkea, ... | Ditto, ... | 40 | 10 | 0 | 0 | 0 | 4 | 0 |
| Fortabaz, ... | Ditto, ... | 30 | 12 | 0 | 0 | 0 | 6 | 5 |
| Sarengabaz,† ... | ... ... | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total, ... | 1967 | 452 | 2 | 0 | 0 | 3 | 8 |
| *In Baraset.* | | | | | | | | |
| Hadipore,* ... | Good, ... | 47 | 15 | 8 | 0 | 0 | 5 | 3 |
| Rajibpore, ... | Fair, ... | 84 | 15 | 0 | 0 | 0 | 2 | 11 |
| Nolhatti, ... | Ditto, ... | 93 | 17 | 0 | 0 | 0 | 2 | 11 |
| Neelgunge, ... | Moderate, ... | 48 | 23 | 0 | 0 | 0 | 7 | 8 |
| Kashimpore, ... | Ditto, ... | 28 | 14 | 0 | 0 | 0 | 8 | 0 |
| Poora, ... | Ditto, .. | 63 | 20 | 0 | 0 | 0 | 5 | 0 |
| Guckna,* ... | Ditto, ... | 31 | 10 | 0 | 0 | 0 | 5 | 2 |
| Pardanga, ... | Indifferent, ... | 57 | 15 | 0 | 0 | 0 | 4 | 3 |
| Shimhatty,§ ... | Ditto, ... | 40 | 13 | 0 | 0 | 0 | 5 | 2 |
| Modunpore, ... | Ditto, ... | 37 | 12 | 0 | 0 | 0 | 5 | 2 |
| Bhora Similia,* ... | Ditto, ... | 50 | 10 | 0 | 0 | 0 | 3 | 4 |
| *In Jessore.* | Total, ... | 578 | 164 | 8 | 0 | 0 | 4 | 6 |
| Noral, ... | Good, ... | 75 | 27 | 0 | 0 | 0 | 5 | 9 |
| Sulkea,* ... | Moderate, ... | 35 | 22 | 0 | 0 | 0 | 10 | 0 |
| Baka Bhowanipore,* ... | Indifferent, ... | 20 | 10 | 0 | 0 | 0 | 8 | 0 |
| *In Pubna.* | Total, ... | 130 | 59 | 0 | 0 | 0 | 7 | 3 |
| Dhooljana,* ... | Fair, ... | 83 | 15 | 0 | 0 | 0 | 2 | 11 |
| Kumarkhally, ... | Moderate, ... | 103 | 11 | 0 | 0 | 0 | 1 | 9 |
| Shafalla ‡ ... | ... ... | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total, ... | 186 | 26 | 0 | 0 | 0 | 2 | 2 |

§ Abolished.
† This School has been in temporary abeyance.
‡ Not yet opened.

| Name of School. | Class. | Number of boys on the roll. | Amount of Government Grant. | | | Cost to Government of each boy. | | |
|---|---|---|---|---|---|---|---|---|
| | | | Rs. | A. | P. | Rs. | A. | P. |
| *In Furreepdore.* | | | | | | | | |
| Panoere,* ... | Fair, ... | 70 | 12 | 8 | 0 | 0 | 2 | 10 |
| Furreedpore. ... | Ditto, ... | 136 | 22 | 0 | 0 | 0 | 2 | 8 |
| Baneeboho. ... | Moderate, ... | 58 | 14 | 0 | 0 | 0 | 3 | 10 |
| Ambarla,* ... | Ditto, ... | 54 | 25 | 0 | 0 | 0 | 7 | 5 |
| Machaen, ... | Ditto, ... | 30 | 13 | 8 | 0 | 0 | 7 | 2 |
| Dadrukhee, ... | Ditto, ... | 89 | 10 | 0 | 0 | 0 | 1 | 10 |
| Jaunpore, ... | Ditto, ... | 43 | 15 | 0 | 0 | 0 | 5 | 7 |
| Guttee,* ... | Indifferent, ... | 39 | 12 | 8 | 0 | 0 | 5 | 2 |
| Sree Baree,* ... | Ditto, ... | 51 | 11 | 8 | 0 | 0 | 3 | 7 |
| Bathangal, ... | Ditto, ... | 51 | 12 | 0 | 0 | 0 | 3 | 9 |
| Algee,* ... | Ditto, ... | 48 | 8 | 8 | 0 | 0 | 2 | 10 |
| Telgoory,* ... | Unclassified... | 20 | 8 | 8 | 0 | 0 | 6 | 9 |
| Baniagjoory,* ... | Ditto, ... | 32 | 7 | 0 | 0 | 0 | 3 | 6 |
| Nursingdhea, ... | Ditto. ... | 35 | 11 | 12 | 0 | 0 | 5 | 4 |
| | Total, ... | 756 | 183 | 12 | 0 | 0 | 3 | 10 |
| *In Dacca.* | | | | | | | | |
| Foolbaria, ... | Good, ... | 64 | 12 | 8 | 0 | 0 | 3 | 1 |
| Dhamroy, ... | Ditto, ... | 134 | 20 | 0 | 0 | 0 | 2 | 5 |
| Batkea, ... | Fair, ... | 90 | 10 | 0 | 0 | 0 | 1 | 9 |
| Magheena, ... | Ditto, ... | 85 | 12 | 8 | 0 | 0 | 2 | 4 |
| Meerpore, ... | Indifferent, ... | 103 | 15 | 0 | 0 | 0 | 2 | 3 |
| Ameenpore, ... | Ditto, ... | 81 | 11 | 0 | 0 | 0 | 2 | 2 |
| Bohur,† ... | ... ... | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| † ATTACHED SCHOOLS. | Total, ... | 557 | 80 | 0 | 0 | 0 | 2 | 3 |
| *In Jessore.* | | | | | | | | |
| Rarooly, ... | Good, ... | 67 | 0 | 0 | 0 | 0 | 0 | 0 |
| *In Burisal.* | | | | | | | | |
| Baueripara, ... | Moderate, ... | 29 | 0 | 0 | 0 | 0 | 0 | 0 |
| Madhabpasha, ... | Indifferent, ... | 36 | 0 | 0 | 0 | 0 | 0 | 0 |
| Madhabpasha,* ... | Ditto, ... | 24 | 0 | 0 | 0 | 0 | 0 | 0 |
| Rahamatpore, ... | Ditto, ... | 43 | 0 | 0 | 0 | 0 | 0 | 0 |
| *In Furreedpore.* | | | | | | | | |
| Shaitghur,* ... | Moderate, ... | 41 | 0 | 0 | 0 | 0 | 0 | 0 |

* Not yet opened.
† These "attached" Schools receive no direct assistance from Government.

| Name of School. | Class. | Number of boys on the roll. | Amount of Government Grant | | | Cost to Government of each boy. | | |
|---|---|---|---|---|---|---|---|---|
| | | | Rs. | A. | P. | Rs. | A. | P. |
| *In Dacca.* | | | | | | | | |
| Joinshar,* ... | Fair, ... | 39 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kalipara,* ... | Ditto, ... | 40 | 0 | 0 | 0 | 0 | 0 | 0 |
| Palash,* ... | Ditto, ... | 20 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total, .. | 339 | 0 | 0 | 0 | 0 | 0 | 0 |
| FEMALE SCHOOLS. | | | | | | | | |
| *In 24-Pergunnahs.* | | | | | | | | |
| Calcutta Female School for European Children, | Fair, ... | 100 | 200 | 0 | 0 | 2 | 0 | 0 |
| *In Dacca.* | | | | | | | | |
| Dacca Female School for Native Children,* ... | Indifferent, ... | 29 | 32 | 0 | 0 | 1 | 1 | 8 |
| *In Jessore.* | | | | | | | | |
| Rarooly for Native Females,* ... | Ditto, ... | 13 | 15 | 0 | 0 | 1 | 2 | 5 |
| Khajurah for Native Females,* ... | Ditto, ... | 15 | 9 | 0 | 0 | 0 | 9 | 7 |
| | Total, ... | 157 | 256 | 0 | 0 | 4 | 13 | 8 |

## CIRCLE SCHOOLS.

| Name of Village. | Name of Circle. | Class. | Description of School House. | Number of boys on the roll. | Amount of Government Grant. | | | Cost to Government of each boy. | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Rs. | As. | P. | Rs. | As. | P. |
| *In 24-Pergunnahs.* | | | | | | | | | | |
| Sursunah, ... | Sursunah, I ... | Fair, ... | D | 73 | 7 | 13 | 4 | 0 | 1 | 8 |
| Behala, ... | Behala, I ... | Ditto, ... | C H M | 35 | 5 | 10 | 0 | 0 | 2 | 7 |
| Shambazar, ... | Sura, I ... | Ditto, ... | D | 41 | 5 | 14 | 8 | 0 | 2 | 3 |
| Sookchar, ... | Sookchar, I ... | Ditto, ... | 4 C | 107 | 5 | 13 | 4 | 0 | 0 | 10 |
| Burranugger, ... | Burranugger, I ... | Ditto. ... | D | 67 | 6 | 14 | 8 | 0 | 1 | 8 |
| North Jogutdol, ... | Jugutdol, I ... | Ditto, ... | 8 C | 100 | 5 | 0 | 0 | 0 | 0 | 10 |
| Runglabaz, ... | Runglabaz, I ... | Ditto, ... | C H M | 70 | 5 | 6 | 8 | 0 | 1 | 3 |
| South Jogutdol, ... | Jogutdul, II ... | Ditto, ... | D | 39 | 5 | 0 | 0 | 0 | 2 | 1 |
| Pannihatty, ... | Pannihatty, I ... | Moderate, ... | 2 C | 34 | 5 | 14 | 8 | 0 | 2 | 6 |
| Newabgunge, ... | Newabgunge, I ... | Ditto, ... | C H M | 112 | 5 | 0 | 0 | 0 | 0 | 9 |
| Ariadah, ... | Ariadah, II ... | Ditto, ... | D | 36 | 5 | 5 | 4 | 0 | 2 | 4 |
| Kalighat, ... | Dhakooriah, 1 ... | Ditto, ... | 2 C | 40 | 5 | 0 | 0 | 0 | 2 | 0 |
| Surengabaz, ... | Budge Budge, I ... | Ditto. ... | 2 C | 40 | 5 | 0 | 0 | 0 | 2 | 0 |
| Talligunge, ... | Tallygunge, I ... | Ditto, ... | 2 C | 51 | 5 | 0 | 0 | 0 | 1 | 7 |
| Khurdah, ... | Khurdah, I ... | Ditto, ... | B | 26 | 5 | 0 | 0 | 0 | 3 | 1 |
| Panihatty, ... | Panihatty, II ... | Ditto, ... | D | 31 | 5 | 0 | 0 | 0 | 2 | 7 |
| Simona, ... | Neelgunge, II ... | Ditto, ... | C H M | 45 | 5 | 0 | 0 | 0 | 1 | 9 |
| Syedpore, ... | Sookchur, III ... | Ditto, ... | 4 C | 33 | 5 | 0 | 0 | 0 | 1 | 2 |
| Syedpore, ... | Sookchur, F. School, ... | Ditto, ... | R | 33 girls | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total, Carried over,... | ... ... | ... ... | 1013 | 98 | 12 | 8 | | | |

| Name of Village. | Name of Circle. | Class. | Description of School House. | Number of boys on the roll. | Amount of Government Grant. | | | Cost to Government of each boy. | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Rs. | As. | P. | Rs. | As. | P. |
| | Brought forward, ... | ... ... ... | ... ... | 1013 | 98 | 12 | 8 | | | |
| Borahanugger, ... | Borahanugger, II ... | Moderate, ... | D | 40 | 6 | 12 | 4 | 0 | 2 | 8 |
| Tala, ... | Senthee, I ... | Ditto, ... | 2 C | 75 | 6 | 5 | 4 | 0 | 1 | 4 |
| Senthee, ... | Senthee, II ... | Ditto, ... | D | 62 | 5 | 12 | 0 | 0 | 1 | 5 |
| Ariadah, ... | Ariadah, I ... | Ditto, ... | D | 45 | 5 | 0 | 0 | 0 | 1 | 9 |
| Barabari, ... | Kadehatty, I ... | Ditto, ... | C H M | 74 | 5 | 8 | 4 | 0 | 1 | 2 |
| Shapore, ... | Dhakooria, III ... | Ditto, ... | 8 C | 60 | 5 | 10 | 8 | 0 | 1 | 6 |
| Bathindah, ... | Kadihatty, II ... | Ditto, ... | 4 C | 41 | 5 | 0 | 0 | 0 | 1 | 4 |
| Shekherbally, ... | Kolyanpore, I ... | Ditto, ... | C H M | 57 | 5 | 0 | 0 | 0 | 1 | 4 |
| Hansoori, ... | Runglabaz, II ... | Ditto, ... | C H M | 30 | 5 | 0 | 0 | 0 | 2 | 8 |
| Bistoopore, ... | Bistoopore, III ... | Ditto, ... | 8 C | 38 | 5 | 10 | 8 | 0 | 2 | 4 |
| Kolyanpore, ... | Kolyanpore, II ... | Ditto, ... | 8 C | 45 | 5 | 0 | 0 | 0 | 1 | 9 |
| Joynugger, ... | Bistoopore, I ... | Ditto, ... | 8 C | 41 | 5 | 2 | 8 | 0 | [illegible] | 0 |
| Shanugger, ... | Tallugunge, II ... | Ditto, ... | 8 C | 41 | 5 | 0 | 0 | 0 | 1 | 11 |
| Behala, ... | Sursoonah, II ... | Imperfect, ... | D | 32 | 7 | 8 | 0 | 0 | 3 | 9 |
| Behala, ... | Behala, II ... | Ditto, ... | 2 C | 32 | 5 | 0 | 0 | 0 | 2 | 6 |
| Paikparah, ... | Senthee III ... | Ditto, ... | 4 C | 30 | 5 | 7 | 4 | 0 | 2 | 11 |
| Intally, ... | Surah, III ... | Ditto, ... | D | 46 | 5 | 0 | 0 | 0 | 1 | 9 |
| Dukhinpore, ... | Newabgunge II ... | Ditto, ... | 2 C | 41 | 5 | 0 | 0 | 0 | 1 | 11 |
| Monerampore, ... | Newabgunge, III ... | Ditto, ... | D | 40 | 5 | 0 | 0 | 0 | 2 | 0 |
| Panihatty, ... | Sookchar, II ... | Ditto, ... | 2 C | 44 | 5 | 0 | 0 | 0 | 1 | 10 |
| Boranugger, ... | Boranugger, III ... | Ditto, ... | D | 35 | 5 | 0 | 0 | 0 | 2 | 3 |
| Ariadah, ... | Ariadah, III ... | Ditto, ... | C H M | 40 | 5 | 0 | 0 | 0 | 2 | 0 |
| Koekhali, ... | Kadihatti, III .. | Ditto, ... | 2 C | 39 | 5 | 6 | 0 | 0 | 2 | 2 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Dhakooria, ... | Dhakooria, II ... | Ditto, ... | R | 58 | 5 | 0 | 0 | 0 | 1 | 5 |
| Sura, ... | Sura, II ... | Ditto, ... | 2 C | 77 | 5 | 0 | 0 | 0 | 1 | 0 |
| Barbaree, ... | Neelgunge, III ... | Ditto, ... | 3 C | 54 | 5 | 0 | 6 | 0 | 1 | 6 |
| Kaboleshwor, ... | Falta, I ... | Ditto, ... | 2 C | 48 | 5 | 0 | 0 | 0 | 1 | 8 |
| Dheetara, ... | Falta, II ... | Ditto, ... | C H M | 43 | 5 | 0 | 0 | 0 | 1 | 10 |
| Kissennugger, ... | Kissennugger, III ... | Ditto, ... | C H M | 25 | 5 | 0 | 0 | 0 | 3 | 2 |
| Shaupore, ... | Budgebudge, II ... | Ditto, ... | 2 C | 43 | 5 | 0 | 0 | 0 | 1 | 10 |
| Nunghee, ... | Kissennugger, I ... | Ditto, ... | C H M | 50 | 5 | 0 | 0 | 0 | 1 | 7 |
| Mumkhali, ... | Kissennugger II ... | Ditto, ... | 2 C | 30 | 5 | 0 | 0 | 0 | 2 | 8 |
| Phuteegodah, ... | Bistoopore, II ... | Ditto, ... | D | 42 | 6 | 1 | 8 | 0 | 2 | 4 |
| Khurdah, ... | Khurdah, II ... | Ditto, ... | D | 32 | 5 | 0 | 0 | 0 | 2 | 6 |
| Agurparah, ... | Panihatty III .. | Imperfect, ... | C H M | 45 | 5 | 0 | 0 | 0 | 1 | 9 |
| Chalkhola, ... | Entagachee, I ... | Ditto, ... | 8 C | 20 | 5 | 0 | 0 | 0 | 4 | 0 |
| Barfulta, ... | Fulta, III ... | Ditto, ... | 4 C | 28 | 5 | 0 | 0 | 0 | 2 | 10 |
| Kataleea, .. | Neelgunge, I ... | Ditto, ... | C H M | 33 | 5 | 0 | 0 | 0 | 2 | 5 |
| Behala, ... | Behala, III ... | Ditto, ... | 2 C | 38 | 5 | 1 | 4 | 0 | 2 | 2 |
| Sreerampore, ... | Jogutdol, III ... | Ditto, ... | C H M | 35 | 5 | 0 | 0 | 0 | 2 | 3 |
| Jogah, ... | Talligunge, III ... | Ditto, ... | 2 C | 38 | 5 | 0 | 0 | 0 | 2 | 1 |
| Paikparah, ... | Budge budge, III ... | Bad, ... | 2 C | 30 | 5 | 0 | 0 | 0 | 2 | 8 |
| Moshida, ... | Runglabaz, III ... | Ditto. ... | 4 C | 60 | 5 | 0 | 0 | 0 | 1 | 4 |
| Dhopagachee, ... | Kolyanpore, III ... | Ditto. ... | 2 C | 29 | 5 | 0 | 0 | 0 | 2 | 10 |
| Khurdah, ... | Khurdah, III ... | Ditto, ... | 2 C | 23 | 5 | 0 | 0 | 0 | 3 | 6 |
| Ketonekhola, ... | Entagachee, II ... | Ditto, ... | 8 C | 25 | 5 | 0 | 0 | 0 | 3 | 2 |
| ... | Entagachee, III ... | Ditto, ... | 4 C | 40 | 5 | 0 | 0 | 0 | 2 | 0 |
| *In Barraset.* | | | | | | | | | | |
| Echapore, ... | Echapore, I ... | Good, ... | H | 50 | 6 | 6 | 8 | 0 | 2 | 1 |
| Sreekistopore, ... | Suburnopoly, I ... | Fair, ... | C H M | 40 | 6 | 5 | 8 | 0 | 2 | 6 |
| Rooderpore, ... | Rooderpore, I ... | Ditto, ... | 8 C | 75 | 5 | 6 | 8 | 0 | 1 | 2 |
| Taragona, ... | Taragona, I ... | Ditto, ... | C H M | 56 | 7 | 8 | 0 | 0 | 2 | 2 |
| Arbalia, ... | Taragona, II ... | Ditto, ... | D | 74 | 7 | 8 | 0 | 0 | 1 | 7 |
| | Carried over, ... | ... ... ... | ... ... | 3252 | 376 | 15 | 0 | | | |

| Name of Village. | Name of Circle. | Class. | Description of School House. | Number of boys on the roll. | Amount of Government Grant. | | | Cost to Government of each boy. | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Rs. | As. | P. | Rs. | As. | P. |
| | Brought forward,... | ... .. ... | ... ... | 3252 | 376 | 15 | 0 | | | |
| Kathar, ... | Barraset, I ... | Fair, ... | 4 C | 65 | 7 | 9 | 4 | 0 | 1 | 10 |
| Kalikatollah, ... | Hallyshuhur, I ... | Ditto, ... | 3 C | 98 | 6 | 14 | 4 | 0 | 1 | 1 |
| Dadpore, ... | Beliandi, II .. | Ditto, ... | 2 C | 50 | 6 | 6 | 8 | 0 | 2 | 1 |
| Modhyagram, ... | Modhyagram, I ... | Ditto, ... | C H M | 45 | 5 | 0 | 0 | 0 | 1 | 9 |
| Mokundopore, ... | Dholapore, I .. | Ditto, ... | 8 C | 21 | 8 | 8 | 0 | 0 | 6 | 6 |
| Digri, ... | Joypool, III ... | Ditto, ... | D | 52 | 5 | 0 | 0 | 0 | 1 | 6 |
| Sreepore, ... | Sreepore, I ... | Ditto, ... | D | 75 | 7 | 13 | 8 | 0 | 1 | 8 |
| Echapore, ... | Echapore, II ... | Moderate, .. | C H M | 45 | 5 | 0 | 0 | 0 | 1 | 9 |
| Bajitpore, ... | Bajitpore, I ... | Ditto, ... | 2 C | 39 | 5 | 2 | 8 | 0 | 2 | 1 |
| Tankra, ... | Sankra, I ... | Ditto, ... | C H M | 51 | 6 | 1 | 0 | 0 | 1 | 11 |
| Koomerpore, ... | Sankra, II ... | Ditto, ... | C H M | 30 | 5 | 0 | 0 | 0 | 2 | 8 |
| Kalikatollah, ... | Hallishuhur, II ... | Ditto, ... | 3 C | 50 | 5 | 15 | 8 | 0 | 1 | 11 |
| Suburnopoly, ... | Suburnopolee, II ... | Ditto, ... | 4 C | 55 | 5 | 12 | 0 | 0 | 1 | 8 |
| Thuba, ... | Takee, I ... | Ditto, ... | 2 C | 45 | 8 | 7 | 4 | 0 | 3 | 0 |
| Busseerhaut, ... | Busseerhaut, I ... | Ditto, ... | 8 C | 49 | 6 | 5 | 4 | 0 | 2 | 1 |
| Kodumgachia, ... | Kodumgachia, I ... | Ditto, ... | 8 C | 35 | 5 | 7 | 8 | 0 | 2 | 6 |
| Barabari, ... | Sreekristopore, I ... | Ditto, ... | C H M | 37 | 5 | 0 | 0 | 0 | 2 | 1 |
| Duttopukeria, ... | Joypole, II ... | Ditto, .. | 8 C | 65 | 5 | 0 | 0 | 0 | 1 | 3 |
| Kamea, ... | Badu, II ... | Ditto, ... | 4 C | 60 | 5 | 9 | 4 | 0 | 1 | 6 |
| Beliandi, ... | Beliandi, III ... | Ditto, ... | 4 C | 45 | 5 | 11 | 8 | 0 | 2 | 0 |
| Takee, II ... | Takee, II ... | Ditto, ... | I C | 30 | 7 | 9 | 4 | 0 | 4 | 1 |
| Pipa, ... | Busseerhaut, II ... | Ditto, ... | 2 C | 47 | 5 | 0 | 0 | 0 | 1 | 8 |
| Chumpapuker, ... | Bajitpore, III ... | Ditto, ... | 8 C | 35 | 5 | 2 | 8 | 0 | 2 | 4 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Depara, | ... | Sreekristopore, II | ... | Ditto, | ... | 2 C | 64 | 5 | 14 | 4 | 0 | 1 | 5 |
| Maligah, | ... | Sethpore, III | ... | Ditto, | ... | C H M | 55 | 5 | 0 | 0 | 0 | 1 | 5 |
| Malingapara, | ... | Malungapara, II | ... | Ditto, | ... | D | 57 | 5 | 6 | 0 | 0 | 1 | 6 |
| Junglepore, | ... | Rooderpore, II | ... | Ditto, | ... | C H M | 40 | 5 | 1 | 4 | 0 | 2 | 0 |
| Beharia, | ... | Suburnopoly, III | ... | Imperfect, | .. | C H M | 25 | 5 | 0 | 0 | 0 | 3 | 2 |
| Kotra, | ... | Kodumgachia, III | ... | Ditto, | .. | 2 C | 45 | 5 | 1 | 4 | 0 | 1 | 10 |
| Mohishepore, | ... | Badu, III | ... | Ditto, | ... | 8 C | 37 | 5 | 0 | 0 | 0 | 2 | 2 |
| Ardibagh, | ... | Baraset, II | ... | Ditto, | ... | 2 C | 35 | 7 | 8 | 0 | 0 | 3 | 5 |
| Moolunzer, | ... | Molunzer, I | ... | Ditto, | ... | C H M | 55 | 5 | 0 | 0 | 0 | 1 | 5 |
| Joypool, | ... | Joypool, I | ... | Ditto, | ... | C H M | 20 | 5 | 0 | 0 | 0 | 4 | 0 |
| Pantara, | ... | Sakra, III | ... | Ditto, | ... | C H M | 65 | 5 | 8 | 10 | 0 | 1 | 4 |
| Noaparah, | ... | Echapore, III | ... | Imperfect, | ... | 2 C | 30 | 5 | 0 | 0 | 0 | 2 | 8 |
| Badue, | ... | Badue, I | ... | Ditto, | ... | C H M | 32 | 5 | 0 | 0 | 0 | 2 | 6 |
| Koomerhatta, | ... | Hallyshuhur, III | ... | Ditto, | ... | 3 C | 31 | 5 | 0 | 0 | 0 | 2 | 7 |
| Moshimdi, | ... | Beliandi, III | ... | Ditto, | ... | 2 C | 22 | 5 | 0 | 0 | 0 | 3 | 8 |
| Mooluzar, | ... | Mooluzur, II | ... | Ditto, | ... | D | 28 | 5 | 0 | 0 | 0 | 2 | 10 |
| Nulkura, | ... | Kedumgachee, II | ... | Ditto, | ... | 2 C | 30 | 5 | 0 | 0 | 0 | 2 | 8 |
| Mooluzur, | .. | Mooluzur, III | ... | Ditto, | ... | R | 45 | 5 | 0 | 0 | 0 | 1 | 9 |
| Debhatta, | ... | Sreepore II | ... | Ditto, | ... | C H M | 25 | 7 | 8 | 0 | 0 | 4 | 10 |
| Dalchitta, | ... | Busseerhat, III | ... | Ditto, | ... | 8 C | 35 | 5 | 0 | 0 | 0 | 2 | 3 |
| Modhyagram, | ... | Modyagram II | ... | Ditto, | ... | 2 C | 30 | 5 | 0 | 0 | 0 | 2 | 8 |
| Prethibi, | ... | Sethpore, I | ... | Ditto, | ... | 2 C | 35 | 5 | 0 | 0 | 0 | 2 | 3 |
| Pulta, | ... | Malingapara, III | ... | Ditto, | ... | 2 C | 45 | 5 | 0 | 0 | 0 | 1 | 9 |
| Raipore, | ... | Dholapore, II | ... | Ditto, | ... | 2 C | 40 | 8 | 0 | 0 | 0 | 3 | 5 |
| Kalinga, | ... | Rooderpore, III | ... | Ditto, | ... | C H M | 30 | 5 | 0 | 0 | 0 | 2 | 8 |
| Sethpore, | ... | Sethpore, II | ... | Ditto, | ... | 2 C | 35 | 5 | 0 | 0 | 0 | 2 | 3 |
| Harishpore, | ... | Rajitpore, II | ... | Bad, | ... | 2 C | 55 | 5 | 0 | 0 | 0 | 1 | 5 |
| Denlia, | ... | Modhyagram, III | ... | Ditto, | ... | 3 C | 25 | 5 | 0 | 0 | 0 | 3 | 2 |
| | ... | Sreekistopore, III | ... | Ditto, | ... | 2 C | 21 | 5 | 0 | 0 | 0 | 3 | 10 |
| Baraghoria, | ... | Malingapara, I | ... | Ditto, | ... | D | 27 | 5 | 0 | 0 | 0 | 3 | 0 |
| | | Carried over, | ... | ... ... | ... | ... ... | 5285 | 652 | 3 | 6 | | | |

| Name of Village. | Name of Circle. | Class. | Description of School house. | Number of boys on the roll. | Amount of Government Grant. | | | Cost to Government of each boy. | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Rs. | As. | P. | Rs. | As. | P. |
| | Brought forward, ... | ... ... ... | ... ... | 5285 | 652 | 3 | 6 | | | |
| *In Jessore.* | | | | | | | | | | |
| Bora Kalia, ... | Binda, I ... | Fair, ... | 2 C | 42 | 7 | 5 | 4 | 0 | 2 | 10 |
| Choto Kalia, ... | Binda, II ... | Ditto, ... | 8 C | 33 | 7 | 5 | 4 | 0 | 3 | 7 |
| Binda, ... | Binda, III ... | Moderate, ... | C H M | 27 | 6 | 7 | 0 | 0 | 3 | 10 |
| *In Dacca.* | | | | | | | | | | |
| Dacca Lollbag, ... | Lallbag I ... | Good, ... | D | 66 | 8 | 8 | 0 | 0 | 2 | 1 |
| Coomerbhog No. I., ... | Coomerbhog I ... | Ditto, ... | 4 C | 29 | 11 | 0 | 0 | 0 | 6 | 1 |
| Poorbo Bramungow, ... | Bramungow I ... | Ditto, ... | 8 C | 26 | 6 | 13 | 4 | 0 | 4 | 2 |
| Dacca Bangow, ... | Bongow I ... | Fair, ... | 2 C | 110 | 10 | 4 | 0 | 0 | 1 | 6 |
| Coomerbhog No. II., ... | Coomerbhog II ... | Ditto, ... | 4 C | 25 | 9 | 0 | 0 | 0 | 5 | 9 |
| Pushchim Bramungon, ... | Bramungow II ... | Ditto, ... | 8 C | 48 | 6 | 10 | 8 | 0 | 2 | 3 |
| Do, No. II., ... | Bramungow III ... | Ditto, ... | 8 C | 36 | 6 | 10 | 0 | 0 | 2 | 11 |
| Punchshar, ... | Kushbah I ... | Ditto, ... | 8 C | 49 | 5 | 8 | 0 | 0 | 1 | 10 |
| Shoalaghur, ... | Shoalaghur I ... | Ditto, ... | C H M | 46 | 5 | 10 | 8 | 0 | 2 | 0 |
| Kachaeda, ... | Kochadia I ... | Ditto, ... | Nat Mondir | 64 | 5 | 0 | 0 | 0 | 1 | 3 |
| Shakarybazar, ... | Bongow II ... | Moderate. ... | 2 C | 63 | 7 | 4 | 0 | 0 | 1 | 10 |
| Nogur Kushba, ... | Kushbah II ... | Ditto, ... | 4 C | 50 | 5 | 0 | 0 | 0 | 1 | 7 |
| Shoalugher II., ... | Shologhur II ... | Ditto, ... | 4 C | 19 | 5 | 6 | 8 | 0 | 4 | 7 |
| Singpara Shologhur, ... | Sholaghur III ... | Ditto, ... | 4 C | 54 | 5 | 5 | 4 | 0 | 1 | 7 |
| Singpara, ... | Coala I ... | Ditto, ... | Nat Mondir | 76 | 6 | 0 | 0 | 0 | 1 | 3 |
| Shoandharee, ... | Coala II ... | Ditto, ... | Ditto | 56 | 5 | 1 3 | 4 | 0 | 1 | 8 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Tarpasha, ... | Kochadia II ... | Ditto, ... | C H M | 56 | 5 | 0 | 0 | 0 | 1 | 5 |
| Medinee Mundul, ... | Kochadia III ... | Ditto, ... | 8 C | 68 | 5 | 0 | 0 | 0 | 1 | 2 |
| Ariol, ... | Ariol I ... | Ditto, ... | C H M | 43 | 5 | 6 | 8 | 0 | 2 | 0 |
| Kulina, ... | Ariol II ... | Ditto, ... | 4 C | 39 | 5 | 5 | 4 | 0 | 2 | 2 |
| Narsia, ... | Narsia I ... | Ditto, ... | 4 C | 37 | 5 | 0 | 0 | 0 | 2 | 2 |
| Johnkanda, ... | Kooshamhatty I ... | Ditto, ... | 8 C | 53 | 5 | 0 | 0 | 0 | 1 | 6 |
| Kooshamhatty, ... | Kooshamhatty II ... | Ditto, ... | 8 C | 21 | 5 | 0 | 0 | 0 | 3 | 0 |
| Dacca Amleegola, ... | Lalbag II ... | Imperfect, ... | D | 33 | 6 | 12 | 0 | 0 | 3 | 13 |
| Dacca Lolbag Female School, | Lalbag III ... | Ditto, ... | D | 26 girls, | 6 | 13 | 0 | 0 | 4 | 2 |
| Abdoolpore, ... | Kushbah III ... | Ditto, ... | 4 C | 128 | 5 | 0 | 0 | 0 | 0 | 7 |
| Coala, ... | Coala III ... | Ditto, ... | 4 C | 32 | 5 | 0 | 0 | 0 | 2 | 6 |
| Panchgow, ... | Ariol III ... | Imperfect, ... | C H M | 37 | 5 | 2 | 8 | 0 | 2 | 3 |
| Gonajat, ... | Narsia II ... | Ditto, ... | 4 C | 35 | 5 | 0 | 0 | 0 | 2 | 3 |
| Meghta, ... | Narsia III ... | Ditto, ... | 4 C | 29 | 5 | 0 | 0 | 0 | 2 | 10 |
| Devinugger, ... | Kooshamhatty III ... | Ditto, ... | 4 C | 36 | 5 | 0 | 0 | 0 | 2 | 3 |
| Bezgow, ... | Kanukshar I ... | Ditto, ... | 4 C | 38 | 5 | 0 | 0 | 0 | 2 | 1 |
| Kanukshar, ... | Kanukshar, II ... | Ditto, ... | 4 C | 27 | 5 | 0 | 0 | 0 | 3 | 0 |
| Moshadgow, ... | Kanukshar, III ... | Ditto, .. | 4 C | 18 | 5 | 0 | 0 | 0 | 4 | 5 |
| Kalkipore, ... | Shimulia, I ... | Ditto, ... | 2 C | 34 | 5 | 0 | 0 | 0 | 2 | 4 |
| Bhararia, ... | Shimulia, II ... | Ditto, ... | 4 C | 30 | 5 | 0 | 0 | 0 | 2 | 8 |
| Khamarpara, ... | Shimulia, III ... | Ditto, ... | 4 C | 57 | 5 | 0 | 0 | 0 | 1 | 5 |
| Dacca Sotrapore, ... | Sotrapore, I ... | Ditto, ... | D | 72 | 7 | 8 | 0 | 0 | 1 | 8 |
| Narendia, ... | Bangow, III ... | Bad, ... | 2 C | 25 | 7 | 14 | 8 | 0 | 5 | 1 |
| *In Burrisaul.* | | | | | | | | | | |
| Ragnugger, No. I ... | Rajnugger, I ... | Moderate, ... | 8 C | 73 | 5 | 0 | 0 | 0 | 1 | 2 |
| Ragnugger, No. II ... | Rajnugger, II ... | Ditto, ... | 8 C | 38 | 5 | 0 | 0 | 0 | 2 | 1 |
| Rajnugger, No. III ... | Rajnugger, III ... | Ditto, ... | D | 59 | 5 | 0 | 0 | 0 | 1 | 4 |
| | Total, ... | ... ... ... | ... ... | 7588 | 947 | 12 | 6 | | | |

19. I subjoin a list of the school books printed since 1850 exclusive of periodicals and religious publications. The arrangement of the list will shew that the desire of writing and publishing is in the course of rapid developement, that during the last ten years it has steadily increased, and that during the first five months of the present year we have had 35 new school books or more than one every week. The average yearly issue of new books was for the six years (1850 to 1855 inclusive) ten; for the two years 1856 to 1857, twelve; for the year 1858, thirty four and in the present year will probably be eighty-four.

Books.

20. These books are no ephemeral productions spawned into the world by penny-a-liners. The majority of them are compilations or translations by the best masters of the Bengali language. By one of those tides which happen in the affairs of men, the learned Pundits of the Sanscrit College have, as a body, been seized with a love of publishing books. They have at last consented to cast away their *Sesquipedalia Verba*, compounded words a line and a half long, and to write a language that ordinary people may read. Simplicity of diction is now their great object. Only fifteen years ago the Vernacularists might have been tempted to say, can any good thing come out of the Sanscrit College? The Pundits of that College then despised European science and literature as utterly as the Madrussa Moulavies do now. Yet during these last fifteen years they have awoke from the slumber of hundreds, or rather of thousands of years, and now again are appearing as the instructors of their countrymen. I beg those interested in education to look down the subjoined list of books and to remember that most of them are well written, indeed so well written that all the power and patronage of Government could not secure class books in a purer style of language. Im-

provement is still possible in the compilation, but the defects here observable are found chiefly in the English authors on which the compositions have been based.

21. So far as regards secular school books, the Government and the new Vernacular School Society may spare themselves further trouble. Private enterprise has solved the difficulty; we still want Atlases and Globes and school apparatus generally, but we do not want school books. It is a matter for unfeigned regret that the School Book Society which receives Rupees 500 monthly from Government, holds itself aloof from this grand national movement. It is wrong in every point of view whether educational, commercial, or political, to prefer old and unidiomatic books compiled by foreigners, to new and good books written by natives. I lay it down as an axiom that if two Bengali books are of equal value in subject matter and in price, and the one be written by a foreigner and the other by a native, the Society ought to patronize the native production. But there is no equality in the present question, the new publications are so superior in matter and in style and so acceptable to the native mind, that the time honored stock in trade of the Society would have no chance in the competition if a fair choice were allowed to the public. The country agencies are supplied only with the stock in trade except in cases of prepayment and consequently poor village schools must put up with inferior books unless they subscribe money before hand, and purchase the others by special indent. The time is at hand, if it is has not already come, when the School Book Society and the Vernacular Literature Society may cease their publishing labours. Their mission is already fulfilled. They have done their work. They originated the supply of comparatively cheap books, and they for many years were the sole means of enlightenment to the people.

But the fire that they kindled and nursed with such care, has at last taken fast hold and burst into a blaze.

22. The great difficulty is now to contrive means for introducing into the interior of the country the literary treasures accumulating in the metropolis. Our Societies should now address themselves exclusively to the task of cheapening the price and extending the supply of books. It is no easy work to keep a supply of books at a place where there are no roads and no rivers leading to it. The cheapest way now is for the school or the agent at such a place to send trusty messengers who will take the books from the Society in Calcutta, place them on their heads and trot back with them across the country through sun and rain, from day to day or week to week, now crossing a stream by a boat, and now by a ford, since a bridge is a luxury seldom seen. If a school in Wales could get no books except by sending men to run all the way to London and bring back the parcels on their heads, I fancy that Wales would have but few schools.

*Bengali Books in use or available for Schools in East Bengal.*

| Names of Books. | Name of Presses. | Names of Authors. | Date of last Edition. | Pages. | Prices. | | |
|---|---|---|---|---|---|---|---|
| | | | | | Rs. | A. | P. |
| A. B. C. Books. | | | | | | | |
| Infant Teacher, No. I, ..... | Sanskrit Press, ... | Muddun Mohun Turkalunkor, | 1859 | 25 | 0 | 1 | 0 |
| Burnoporichoy, No. I, or Alphabetical reading, ..... | Sanskrit Press, ... | Eshur Chunder Bidyasagur,... | 1859 | 20 | 0 | 0 | 6 |
| Barnamala or Garland of Letters, ..... | Calcutta S. B. S., ... | ..... | 1857 | 36 | 0 | 1 | 0 |
| Sheshusabadhi, No. I, ..... | Stanhope Press, ... | Khetter Mohun Dutta,..... | 1853 | 16 | 0 | 1 | 0 |
| Spelling Book, ..... | Hay and Co., ... ... | Mr. Yule, ..... | 1854 | 24 | 0 | 1 | 0 |
| Burnabodh, No. I, ..... | ..... | Bany Doss, ..... | 1857 | 108 | 0 | 4 | 0 |
| Phonetic System or Dhani Dhara, ..... | Rozario and Co., ... | Revd. C. Bomwetsch, ..... | 1857 | 61 | 0 | 4 | 0 |
| Gyan Kirunodoy or Bengali Instructor, ..... | Hay and Co., ... ... | Mr. Yule, ..... | 1854 | 92 | 0 | 1 | 0 |
| Gyandepika or Introductory Reading book, ..... | Calcutta S. B. S., ... | ..... | 1856 | 63 | 0 | 2 | 0 |
| Infant Teacher, No. II, ..... | Sanskrit Press, ... | Muddun Mohun Turkolunkar, | 1858 | 26 | 0 | 1 | 0 |
| Barnoporichoy, No. II, ..... | Sanskrit Press, ... | Eshwar Chunder Bidyasagur, | 1858 | 24 | 0 | 0 | 6 |
| Barnamala part II, ..... | Calcutta S. B. S., ... | ..... | 1854 | 56 | 0 | 1 | 6 |
| Shishusabodhi, II ..... | Stanhope Press, ... | Khetter Mohun Dutta,..... | 1853 | 19 | 0 | 1 | 0 |
| Barnabodh, No. II ..... | ..... | Bany Doss, ..... | 1858 | 90 | 0 | 4 | 0 |

| Names of Books. | Name of Presses. | Names of Authors. | Date of last Edition. | Pages. | Prices. | | |
|---|---|---|---|---|---|---|---|
| | | | | | Rs. | A. | P. |
| **Easy Readers.** | | | | | | | |
| Infant Teacher, No. III ..... | Sanskrit Press, ... | Mudun Mohun Turkolunkar, | 1858 | 42 | 0 | 1 | 0 |
| Sheshusabodhi part III. ..... | Stanhope Press, ... | Khetter Mohun Dutta,... ..... | 1850 | 21 | 0 | 1 | 6 |
| Rijupath, No. III or easy lessons | Sanskrit Press, ... | Mudun Mohun Turkolunkar,. | 1858 | 24 | 0 | 0 | 9 |
| Nitikatha part I or Moral Fables, ..... ..... | Calcutta S. B. S., ... | T. C. Mitter and Radhakanto Deb,... ..... | 1855 | 34 | 0 | 1 | 0 |
| Nitikatha part II or Moral Tales | Calcutta S. B. S., ... | Mr. Pearson,..... | 1855 | 36 | 0 | 1 | 0 |
| Nitikatha part III ... ... ..... | Calcutta S. B. S., ... | Ramkamal Sen, ..... | 1856 | 36 | 0 | 1 | 3 |
| Monorunjun Itihas or Pleasing Tales,..... ..... | Calcutta S. B. S., ... | Tara Chand Dutta,..... | 1858 | 36 | 0 | 1 | 6 |
| Rajdut O Saralatar Puruskar, Moral Tales, ..... | Rozario and Co., ... | Revd. K. M. Banerjee,..... | 1855 | 310 | 1 | 0 | 0 |
| Katha Malla, ..... ..... | Sanskrit Press, ... | Eshwar Chunder Bidyasagur,. | 1859 | 68 | 0 | 3 | 0 |
| Nitisara or Essence of Morals, | Bengali Press,... ... | Dwarka Nath Bidyabhusun,... | 1859 | 62 | 0 | 3 | 0 |
| Bodhodoy or the rising of knowledge, ..... | Sanskrit Press, ... | Eshwar Chunder Bidyasagur, | 1859 | 62 | 0 | 1 | 6 |
| Nitisara part II..... | Bengali Press, ... | Dwarka Nath Bidyabhusun, | 1858 | ..... | 0 | 3 | 0 |
| **Readers.** | | | | | | | |
| Nitibodh or knowledge of Morals | Sanskrit Press, ... | Rajkisto Banerjee,..... | 1859 | 78 | 0 | 3 | 0 |
| Nitishikha or instruction in Morals,..... ..... | Sanskrit Press, ... | Ramnarain Mitter,..... | 1857 | 127 | 0 | 12 | 0 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Charupath part I or elegant Readings ..... | Bidyarutna Press, ... | Akhoy Kumar Dutt, ..... | 1859 | 90 | 0 | 6 | 0 |
| Charupath part II or elegant Readings, .. ..... | Tomohur Press, ... | Akhoy Coomar Dutt, ..... | 1858 | 93 | 0 | 6 | 0 |
| Satyachandradoy. The rising of the moon of truth, ..... | Sucharu Press, ... | Ramnarain Bidyaratna, ..... | 1856 | 89 | 0 | 8 | 0 |
| Pathamrita or the Instructive and entertaining Lessons in Literature, Science and Arts, ..... | G. P. Roy and Co., ... | Gopal Chunder Dutt, ..... | 1858 | 81 | 0 | 4 | 0 |
| Sarsangraha Vernacular class book Reader, ..... | Calcutta S. B. S., ... | Dr. Yates, ..... | 1850<br>1855 | 202 | 0 | 8 | 0 |
| **Readers Biographical.** | | | | | | | |
| Charitaboli or Biography, ..... | Sanskrit Press, ... | Eshwar Chunder Bidyasagur, | 1859 | 104 | 0 | 4 | 0 |
| Jeban Britanta, ..... | Tatwavadhi Press, ... | Mothor Nath Turkoratna, ..... | 1859 | 108 | 0 | 4 | 0 |
| Nabanari or Lives of Nine Eminent Hindu Females, ... | Sanskrit Press, ... | Nilmoni Bysack, ..... | 1858 | 298 | 1 | 8 | 0 |
| Life of Lord Clive, ..... | Rozario and Co., ... | Hurro Chunder Dutt, ..... | 1855 | 75 | 0 | 4 | 0 |
| Galileo's Life, ..... | Rozario and Co., ... | Revd. K. M. Banerjee, ..... | 1851 | 132 | 0 | 10 | 0 |
| Life of Raja Kristo Chunder Roy, ..... | Serampore Press, ... | Rajib Lochun, ..... | 1859 | 77 | 0 | 8 | 0 |
| Life of Priumbada, ..... | G. P. Roy & Co., ... | Kedar Nauth Dutta, ..... | 1856 | 211 | 0 | 8 | 0 |
| Miscellaneous Biography, ..... | Rozario and Co., ... | Revd. K. M. Banerjee, ..... | 1850 | 330 | 1 | 0 | 0 |
| Dasokumar Charita, ..... | Bengal Press, ... ... | Grish Chunder Bidyarutna, ... | 1856 | 148 | 1 | 0 | 0 |
| Jiban Charita or Eminent Characters, ..... | Sanscrit Press, .... | Eshur Chunder Bidyasagur, ... | 1856 | 92 | 0 | 8 | 0 |
| Life of Peter the Great, ..... | Sucharu Press, ... | Biprodos Banerjee, ... ..... | 1859 | 142 | 0 | 8 | 0 |

| Names of Books. | Name of Presses. | Names of Authors. | Date of last Edition. | Pages. | Prices. | | |
|---|---|---|---|---|---|---|---|
| | | | | | Rs. | A. | P. |
| **Prose Literature.** | | | | | | | |
| Translation of Sakuntala.. | Sanskrit Press, ... | Eshur Chunder Bidyasagur,... | 1859 | 132 | 0 | 12 | 0 |
| Patha Mala (university entrance course.) ..... | Sanskrit Press, ... | Eshur Chunder Bidyasagur,... | 1859 | 106 | 0 | 10 | 0 |
| Aujoodhya Kando (Ramayan Book II) .. ..... | Bengal Press, ... | Ramkamul Bhuttacharjee, ... | 1859 | 96 | 0 | 6 | 0 |
| Adikando (First Book of Ramayan)..... | Bengal Press, ... | Hora Nundo Bhuttacharjee, | 1859 | 106 | 0 | 6 | 0 |
| Buttish Sinhasan or 32 Tales of Vickramaditya..... | Sucharu Press, ... | Nilmoney Bysack, ..... | 1854 | 209 | 0 | 12 | 0 |
| Rasselas,..... | Sanskrit Press ... | Tara Shankar Tarkaratna. ..... | 1857 | 242 | 1 | 0 | 0 |
| Telemachus,..... | Sanskrit Press, ... | Rajkisto Banerjee, 2nd Edition, ..... | 1859 | 99 | 0 | 10 | 0 |
| Parush Parikhya, ..... | Chaitanno Chundrodoy Press, ... | Bidya putee Kabibar 2nd Edition,..... | 1852 | 186 | 1 | 0 | 0 |
| Charoocharita or a Tale from a Sanscrit drama entitled the Mrichchhakotik natuk,..... | Tuttobodhini Press, | Aughore Nath Tuttonidhee ... | 1857 | 160 | 1 | 0 | 0 |
| Betal Punchabingsati the demon's 25 Tales,..... | Sancrit Press, ... | Eshur Chunder Bidyasagur,... | 1858 | 198 | 1 | 0 | 0 |
| Kadambaree,..... | Sanscrit Press, ... | Tarasunkar Tarkarutna, ..... | 1858 | 142 | 1 | 4 | 0 |
| Bajya Bastu I or Combe's constitution of man,..... | Tomohur Press, ... | Akhoy Kumar Dutta, ..... | 1858 | 226 | 1 | 0 | 0 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Bajya Bastu II or Combe's constitution of man, ..... | Superior Press, ... | Akhoy Kumar Dutta, ..... | 1854 | 216 | 1 | 0 | 0 |
| Probodh chandradoy, ..... | Ditto, ... | Gangadhur Nyarutna, ..... | 1852 | 185 | 1 | 0 | 0 |
| Kusamabali or Selections from the Bengali Poets Part I, ... | Rozario and Co., ... | Mohendro Nath Roy, ..... | 1852 | 175 | 0 | 13 | 6 |
| Kusamabali or Selections from the Bengali Poets Parts II, | Sanscrit Press, ... | ... Ditto, ... | 1852 | 176 | 0 | 13 | 6 |
| Bakyaboli or Idiomatical exercises, ..... | Calcutta S. B. S., ... | J. Pearson, ..... | 1850 | 294 | 1 | 0 | 0 |
| Arabya Upanyas (Arabian Night) Nos. 1,2,3,4,5, ..... | Purna Chundrodoy Press, ... | The Editor of the Purna-Chundrodoy, ..... | 1855 | 900 | 3 | 6 | 0 |
| Arabian Nights, ..... | Sanscrit Press, ... | Nilmoni Bysack. ..... | 1854 | 575 | 0 | 0 | 0 |
| Arabian Nights Part I, ..... | Satyarnab Press, ... | Revd., W. O. Smith, ..... | 1850 | 65 | 1 | 0 | 0 |
| Charupath Part III, ..... | Bidyaratna Press, ... | Akhoy Kumar Dutta. ..... | 1859 | 185 | 0 | 12 | 0 |
| **Moral Prose Literature.** | | | | | | | |
| Gyan Chundricka or Selections of Ethic Pieces, ..... | Sanskrit Press, ... | Gopal Laul Mitter, ..... | 1852 | 192 | 0 | 12 | 0 |
| Gyan Prodip, Moral Tales Part I, ..... | Bhaskar Press, ... | Gourisankar Bhuttacharjee, ... | 1853 | ..... | 0 | 8 | 0 |
| Gyan Prodip, Moral Tales Part II, ..... | Bhaskar Press, ... | Gourisankar Bhuttacharjee, ... | 1853 | 78 | 0 | 8 | 0 |
| Translation of the Hetopodesh, | Calcutta S. B. S. ... | ..... | 1855 / 1850 | 158 | 0 | 8 | 0 |
| **Miscellaneous.** | | | | | | | |
| Animal Biography, ..... | Calcutta S. B. S. ... | Tar Sunkar Surmah, ..... | 1855 | 170 | 0 | 10 | |
| Pakhibibaran or Account of some birds, ..... | Calcutta S. B. S. ... | Ram Chundra Mitter, ..... | 1855 | 48 | 0 | 2 | 0 |
| Pashsabali or Natural History, | Calcutta S. B. S., ... | Mr. Lawson, ..... | 1852 | 172 | 0 | 10 | 0 |

| Names of Books. | Name of Presses. | Names of Authors. | Date of last Edition. | Pages. | Prices. | | |
|---|---|---|---|---|---|---|---|
| | | | | | Rs. | A. | P. |
| Stories of the camel with Plates, | Calcutta S. B. S., ... | ..... | 1851 | 14 | 0 | 2 | 0 |
| Allal Gorer Dulal, or the Life of a young Baboo, ..... | Rozario and Co. ... | ..... | 1858 | 180 | 0 | 12 | 0 |
| Evils of Drinking, ..... | Rozario and Co., ... | ..... | 1859 | 62 | 0 | 8 | 0 |
| Hasti Itihas, ..... | Calcutta S. B. S., ... | ..... | 1851 | 11 | 0 | 2 | 0 |
| Padmini A Tale of Rajasthan in Poetry, ..... | Satyarnaba Press, ... | Rungo Laul Banerjee, ..... | 1858 | 115 | 1 | 0 | 0 |
| Object Lessons or Infant Schools, | Hay and Co., ... | J. Weitbrecht, ..... | 1852 | 141 | 0 | 12 | 0 |
| Udbhij Bidya or simple Lessons on Plants, ..... | Rozario and Co., ... | Brojo Mohun Surma, ..... | 1855 | 100 | 0 | 4 | 0 |
| Prashnaboli or Questions on Natural History, ..... | Rozario and Co., ... | Revd. J. Long, ..... | 1854 | 16 | 0 | 1 | 0 |
| The Human Frame, ..... | Serampore, Bidyadayini Press, ... | Kalidos Moitro, ..... | 1857 | 78 | 0 | 6 | 0 |
| Bastu Bichar or Lessons on objects, ..... | Bengal Press, ... | Ramgatee Nyaratna, ..... | 1859 | 96 | 0 | 8 | 0 |
| Electric Telegraph, ..... | Tomohur Press, ... | Kalidos Moitro, ..... | 1855 | | | | |
| The Principles of agriculture and farming, ..... | Bengal Press, ... | Hurry Mohun Mookerjee, ... | 1859 | 104 | 0 | 12 | 0 |
| Patra kamudi or Letter writing, | Calcutta S B. S, ... | Revd, J. Pearson, ..... | 1852 | | 0 | 4 | 0 |
| Chaitanyea Chandrodoy, ..... | ..... | Prem Dos, ..... | 1853 | 490 | 1 | 8 | 0 |
| Natak kirti Bilas or evils of Step-mothers, ..... | ..... | G. C. Guptu, ..... | 1851 | 70 | 0 | 12 | 0 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Nolo pakhyan or a Tale of Female heroism, ..... | ..... | Huronund Bhuttacharjee,..... | 1856 | 107 | 0 | 10 | 0 |
| Mohanatak, Ramchandra's History dramatised, ..... | ..... | Ramgatee Kabiratna,..... | 1851 | 229 | 0 | 6 | 0 |
| Bala Bodhak Itihas or Fables for Students ..... | ..... | Kessub Chunder Karmokar,... | 1850 | 36 | 0 | 2 | 0 |
| Gurutatwa or Gurus exposed,... | ..... | Gobind Ghiri, ..... | 1852 | 68 | 0 | 3 | 0 |
| Directions for Railway Travellers,..... | ..... | Akhoy Kumar Dutt,..... | 1855 | 18 | 0 | 1 | 3 |
| Nala Damayunti, ..... | ..... | Ram Chunder Mookerjee,. .... | 1852 | 74 | 0 | 2 | 0 |
| Kulinkul Sarbaswa Natak or, Kulin Poligamy ridiculed. | Sanskrit Press, ..... | Ram Narayan Sharma,..... | 1854 | 127 | 1 | 0 | 0 |
| Bakya Binyas or Proverbial Phrases,.. ..... | ..... | Mothor Mohun Biswas, ..... | 1854 | 62 | 0 | 4 | 0 |
| Gyan Rutnamala,. ..... | New Press, ..... | Preomadhub Bose, ..... | 1859 | 207 | 1 | 0 | 0 |
| Biratparba or Mahabharat Book II, ..... | Bidyaratna Press, ... | Harinath Sarma, ..... | 1858 | 183 | 1 | 0 | 0 |
| Widow Marriage a Drama,..... | Bhowanipore Press, | Omesh chunder Mitter, ..... | 1858 | 100 | 1 | 0 | 0 |
| Art of Teaching, .... ..... ..... | Tutwabodhiny Press, | Bhoodeb Mookerjee, ..... ..... | 1856 | 91 | 0 | 6 | 0 |
| Jiba britta or Natural History, | G. P. Roy &, co., ... | Satcoory Dutta, ..... | 1859 | 120 | 0 | 8 | 0 |
| **Histories.** | | | | | | | |
| Banglar Itihas Part I. or History of Bengal Mahomedan period,..,..... ..... | Sanskrit Press, ..... | Ramgotee Nyaratna,..... | 1859 | 187 | 0 | 10 | 0 |

| Names of Books. | Name of Presses. | Names of Authors. | Date of last Edition. | Pages. | Prices. | | |
|---|---|---|---|---|---|---|---|
| | | | | | Rs. | A. | P. |
| **Histories.** | | | | | | | |
| Banglar Itihas or History of Bengal British period, | Sanskrit Press, | Eshwar Chunder Bidyasagur, | 1858 | 141 | 0 | 6 | 0 |
| History of India Pt. I. II. III, | Bidyarutno Press, | Nilmony Bysack, | 1858 | 192 | 0 | 12 | 0 |
| | | | 1858 | 179 | 0 | 12 | 0 |
| | | | 1858 | 258 | 0 | 12 | 0 |
| Bharat-barsher Itihas or History of India, | Bengal Press, | Tarini Churn Chatterjee, | 1859 | 276 | 1 | 2 | 0 |
| British India by Gleig, | Bidyarutno Press, | Translated by K. N. Banerjee, | 1858 | 78 | 0 | 4 | 0 |
| Purabrita or ancient history, | Sucharu Press, | Bhoodeb Mookerjee, | 1857 | | 0 | 0 | 0 |
| Punjab Itihas or History of Punjab, | Rozario and Co., | Rajnarain Bhuttacharjee, | 1854 | 194 | 1 | 8 | 0 |
| History of Rome, | Purna Chundro day Press, | Khetter Mohun Mookerjee, | 1854 | 559 | 2 | 0 | 0 |
| History of Greece, | Bengal Press, | Dwarka Nauth Bidyabhusun, | 1857 | 357 | 1 | 4 | 0 |
| History of Rome, | Ditto, | Ditto, | 1856 | 250 | 2 | 0 | 0 |
| History of England, | Sutyarnuba Press, | Rev. W. O. Smith, | 1859 | | 0 | 6 | 0 |
| **Grammars.** | | | | | | | |
| Keith's Grammar, | Calcutta S. B. S., | Mr. Keith, | 1854 | 59 | 0 | 2 | 0 |
| Byakaran Chundrica, | Bengal Press, | Mothor Nath Turkarutno, | 1858 | 31 | 0 | 2 | 6 |
| Soolobh Byakaran, | Sanskrit Press, | Sreeputi Bhuttacharjee, | 1858 | 36 | 0 | 2 | 3 |
| Bengali Grammar, | Bidyaratna Press, | Shama churn Sircar, | 1858 | 358 | 1 | 0 | 0 |
| Upocromimca, | Sanskrit Press, | Eshwur chunder Bidyasagur, | 1858 | 119 | 0 | 8 | 0 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Soral Byakaran I. ..... | ..... | Dwarka Nath Gooptu, ..... | 1858 | 59 | 0 | 4 | 0 |
| Byakaran Durpun in Verse,..... | Bengal S. Press, ... | Nundo Coomar Roy, ..... | 1853 | 107 | 0 | 8 | 0 |
| Bengali Grammar,..... | Rozario and Co., ... | Khetter Mohun Dutt, ..... | 1854 | 48 | 0 | 6 | 0 |
| Gouria Byakaran, ..... | Calcutta S. B. S., ... | Raja Ram Mohun Roy, ..... | 1851 | 116 | 0 | 4 | 0 |
| Bistooshar Byakaran,..... | G. P. Roy & Co., ... | Bisto Ram Turkashidanto,..... | 1859 | 36 | 0 | 2 | 6 |
| Bengali Grammar,..... | Calcutta S. B. S., ... | Revd. Mr. Wenger, ..... | 1851 | 156 | 1 | 4 | 0 |
| Bengali Grammar,... ..... ..... | Ditto, ... | Brojokissore Gooptu, ..... | 1858 | 136 | 0 | 6 | 0 |
| Sookhobod Byakaran Part I, ... | G. P. Roy & Co., ... | Bhogobuth Chunder Bisarad,.. | 1858 | 108 | 0 | 6 | 0 |
| Ditto Part II,..... | Ditto, ... | ..... Ditto, ..... | 1855 | 125 | 0 | 8 | 0 |
| GEOGRAPHIES. | | | | | | | |
| Bhoogul Sutro,..... | Bengal Press, ..... | Gopaul Chunder Bose, ..... | 1859 | 34 | 0 | 1 | 6 |
| Bhoogul Probesh, ..... | Sanskrit Press, ... ... | Tarini Churn Chatterjee, ..... | 1859 | 56 | 0 | 3 | 0 |
| Bhoogul Bibarun, ..... ..... | Ditto, ... | ..... Ditto, ..... | 1859 | 276 | 0 | 11 | 0 |
| Bhoogul Bigyapak,..... | Tomohur Press, ... | Kali Doss Moitro, ..... | 1857 | 137 | 0 | 8 | 0 |
| A Catechism of the geography of India, ..... | Tomohur Press, ... | Romanath Chatterjee, ..... | 1858 | 164 | 0 | 10 | 0 |
| Bhoogul Bidyasar,... ..... | Sucharu Press, ... | Ramnarain Bidyarutno, ..... | 1857 | 34 | 0 | 3 | 0 |
| Barasat Bhoogul Britanto,. ..... | G. P. Roy & Co., ... | Kali Kisto Mitter, ..... | 1854 | 155 | 0 | 8 | 0 |
| Bhoogul Britanto Geography,... | Calcutta S. B. S., ... | Rev. J. Pearce, ..... | 1857 | 149 | 0 | 6 | 0 |
| Elements and out lines of geography, ..... | Bhaskar Press, ... | Gouri Sunker Bhuttacharjee, | 1853 | 50 | 0 | 8 | 0 |
| Geography of India, ..... | Anglo Indian Union Press, ... ... | ..... | 1854 | 20 | 0 | 4 | 0 |
| Bhoogul, ..... ..... | Hay and Co., ... ... | Akhoy Coomar Dutt,.... ..... | 1855 | | 0 | 8 | 0 |
| Prakrito Bhoogul or Physical Geography, ..... | Baptist Mission Press, | Rajendro Lall Mitter, ..... | 1858 | 161 | 1 | 0 | 0 |
| ARITHMETICS. | | | | | | | |
| Ganit Ankur or Introduction to Arithmetic,..... | Sanskrit Press, ... | Chunderkanto Turkobhoosun, | 1859 | 94 | 0 | 6 | 0 |

| Names of Books. | Name of Presses. | Names of Authors. | Date of last Edition. | Pages. | Prices. | | |
|---|---|---|---|---|---|---|---|
| | | | | | Rs. | A. | P. |
| Dharapat or Bengali Tables for beginners, | Calcutta S. B. S., ... | Khetter Mohun Dutt, | 1858 | 21 | 0 | 0 | 9 |
| Anka Pustak or Rudiments of Arithmetic, | Ditto, ... | Mr. May, | 1857 | 50 | 0 | 2 | 0 |
| Ganitanka or Easy Arithmetic, | Ditto, ... | Mr. Harle, | 1858 | 96 | 0 | 4 | 0 |
| Ganitsar Arithmetic, | Ditto, ... | Wooma Churn Chatterjee, ... | 1858 | 145 | 0 | 6 | 0 |
| Patiganit complete course of Arithmetic, | Sanskrit Press, ... | Prossono Coomar Surbadhicary, | 1859 | 350 | 1 | 2 | 0 |
| Khetra tattwa or Euclid Book I., | Calcutta S. B. S., ... | Bhoodeb Mookerjee, | 1859 | 91 | 0 | 8 | 0 |
| **Mathematics.** | | | | | | | |
| Algebra, Part I, | Sanscrit Press, ... | Prossono Coomar Surbodhicary, | 1859 | 261 | 2 | 8 | 0 |
| Elements of land Surveying, | Calcutta S. B. S., ... | Prossono Cooomar Tagore, | 1857 | 85 | 0 | 14 | 0 |
| Natural Philosophy, | Sanskrit Press, ... | Akhoy Coomar Dutt, | 1857 | 144 | 0 | 10 | 0 |
| Prakrito bigyan or Natural Philosophy Part I and II, | Sucharu Press, | Bhoodeb Mookerjee, | 1857<br>1859 | 191<br>100 | 1<br>0 | 0<br>8 | 0<br>0 |
| Kantak Tarungani or Experimental Science, | Rozario and Co., ... | Bhobunmohun Mitter, | 1852 | 96 | 1 | 2 | 0 |
| Tattwabali or Principles of Physical Science, | Tattwabodhini Press, | Mothoornath Burmono, | 1859 | 64 | 0 | 3 | 0 |

*New Books or new Editions published for the use of Schools in East Bengal.*

| SYNOPSIS. | 5 Months of 1859. | 1 Year 1858. | 2 Years 1857 and 1856. | 6 Years 1850 1851 1852 1853 1854 1855 | Total. |
|---|---|---|---|---|---|
| A. B. C. Books, ..... | 2 | 3 | 4 | 5 | 14 |
| Easy Readers, ..... | 3 | 4 | 1 | 4 | 12 |
| Readers, ..... | 2 | 2 | 2 | 1 | 7 |
| Biographical Readers, ... | 4 | 1 | 3 | 3 | 11 |
| Prose Literature, ..... | 6 | 3 | 2 | 10 | 21 |
| Moral Prose Literature, .. | ... | ... | ... | 4 | 4 |
| Miscellaneous, ..... ..... | 5 | 4 | 3 | 19 | 31 |
| Histories, ..... | 3 | 5 | 3 | 2 | 13 |
| Grammars, ..... | 1 | 7 | ... | 6 | 14 |
| Geographies, ..... | 3 | 2 | 3 | 4 | 12 |
| Arithmetics, ..... | 3 | 3 | 1 | ..... | 7 |
| Mathematics, ..... | 3 | ... | 3 | 1 | 7 |
| Total,..... | 35 | 34 | 25 | 59 | 153 |
| Yearly Average, ... if the present rate last. | 84 | 34 | 12 | 10 | |

Periodicals and Religious Books are omitted from the list.

## UNIVERSITY EXAMINATIONS.

23. In the B. A. examination of April last out of ten students who passed, eight were from the Presidency College, one from Bishop's College, and one from Dr. Duff's Institution. The three students of the first division were all alumni of the Presidency College. In the B. A. examination of April 1858, two students only were successful, and both were from the Presidency College. In the entrance examination of April last, candidates to the number of about 700, presented themselves from 62 different Institutions. Of these candidates 107 passed in the first division, and 233 in the second. I am required in the instructions to Inspectors to notice the non-Government Institutions in my district, but the matter is one of much delicacy and difficulty, as Inspectors have no right to visit such Institutions, and I have not been requested, except in the case of the Oriental Seminary, to offer any remarks. Although I have no connection with any Government College, and my strongest sympathies lie with the non-Government Institutions, the scene of my former labours, yet the very fact of my being now a servant of Government may be supposed by persons of violent prejudices to warp my judgment. I must therefore leave the comparison between Government and non-Government Institutions to be made by the University, a body over which Government has no control. I have divided the institutions into six classes, and so arranged them as to shew what each class has done during the last three years at the University Entrance Examination.

## SYNOPSIS.

| Number of Institutions. | INSTITUTIONS. | First Class. | | | | Second Class. | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1857. | 1858. | 1859. | Total. | 1857. | 1858. | 1859. | Total. |
| 3 | Presidency College with its two Schools, ..... | 46 | 13 | 41 | 100 | 16 | 16 | 44 | 76 |
| 38 | Other Government Institutions, ..... | 35 | 13 | 35 | 83 | 18 | 43 | 128 | 189 |
| 12 | Missionary Institutions,... | 12 | 0 | 4 | 16 | 5 | 13 | 18 | 36 |
| 3 | English Institutions, ..... | 15 | 0 | 5 | 20 | 2 | 3 | 8 | 13 |
| 3 | Hindu Institutions, ..... | 1 | 1 | 3 | 5 | 0 | 3 | 5 | 8 |
| 10 | Grant in Aid Schools, ... | 1 | 0 | 1 | 2 | 3 | 1 | 16 | 20 |
| | Miscellaneous, ..... ..... | 5 | 2 | 18 | 25 | 3 | 3 | 14 | 20 |
| | Total,..... | 115 | 29 | 107 | 251 | 47 | 82 | 233 | 362 |

24. The Duke of Argyle, on the 15th April last, declared in Parliament, and numerous periodicals at home have reiterated the assertion, that Missionary Institutions in India, even for secular instruction, are superior to the Government schools and colleges. It is much to be regretted that such unqualified statements should have been made; for in Bengal, at any rate, the truest friends of missions know them to be erroneous. I would invite the attention of the Editors of the Church Missionary Intelligencer and other Magazines to the lists of the University Entrance Examination for the years 1857, 58, and 59.

| | 1st Class. | 2nd Class. | Total. | One Class to every |
|---|---|---|---|---|
| Presidency College and its schools, *viz.*, the Hindu School and the Colootolah School, containing in all 1,000 students at fees of Rs. 10, 6 and 4 respectively. | 100 | 76 | 176 | 6 Students. |
| Free Kirk Institution at Calcutta containing 1,000 pupils at a fee of one quarter of a Rupee each. | 6 | 10 | 16 | 62 " |
| The Free Kirk Institutions at Chinsurah, Bansberia and Culna, containing in all 2,000 students at a fee of a quarter of a Rupee each. | 2 | 8 | 10 | 200 " |
| Eight other Missionary Institutions respectively under the Propagation Society at Howrah, the Baptists at Serampore, the Independents at Bhowanipore, the General Assembly at Calcutta, the Church Missionary Society at Calcutta, Kishnaghur, and Allipore, and the Wesleyans at Sylhet, containing in all about 2,500 students, of whom some pay fees and some do not. | 8 | 18 | 26 | 100 " |
| Total, ..... | 116 | 112 | 228 | |

25. Thus the much abused Presidency College with its two schools has surpassed not one or two but the whole twelve Missionary institutions of Bengal put together; and not simply

surpassed them all, but gained three times as many classes as all of them put together; and not merely surpassed them three times in the quantity of the classes gained, but six times in the quality, having 100 first classes to their sixteen. Farther also, all this has been done with only 1000 pupils to their five or six thousand, that is, with less than one fifth of the number of students—a fact which increases five fold the credit of the Presidency College. Other Government Institutions are but little behind the Presidency College. Hence, the statement of the Duke of Argyle is, as regards Bengal at least, incorrect.

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## PUBLIC EXAMINATIONS.

26. The Inspector is directed to notice in his reports the recorded results of the examinations of colleges and schools. With a view to compare the Government colleges in Bengal together, I have examined the returns of the Senior Scholarship Examination and added together the marks gained by the students at each college and have taken the average.

Looking at the result from this point of view, Dacca stands at the head of the list of average marks, though its best students are not equal to the best students of the Presidency. The first four students of Dacca are nearly equal, the last differing from the first by less than 10 marks in 300. The whole body of students at Dacca, are close together and form decidedly a good year. I deem it only just to the students to make this statement, as some unfair and erroneous reflections on the College have found their way into the local Press.

## SENIOR SCHOLARSHIP EXAMINATION OF GOVERNMENT COLLEGES.

### AVERAGE MARKS.

| | Number of Students. | Name of College. | English. | Vernacular. | History. | Mathematics Pure & Mixed. | Total. |
|---|---|---|---|---|---|---|---|
| 1859. | | *Head Marks.* | 100 | 100 | 100 | 200 | 500 |
| | 9 | Dacca College, ... | 47·44 | 52·11 | 50·16 | 94·05 | 243·76 |
| | 26 | Presidency College, | 44·45 | 37·62 | 56 44 | 74·58 | 213·09 |
| | 9 | Kishnaghur " | 39·27 | 35 66 | 46·18 | 73·06 | 194·17 |
| | 10 | Hooghly " | 44·7 | 32·00 | 41·00 | 76·25 | 193·95 |
| | ... | Berhampore " | ..... | ..... | ..... | ..... | ..... |
| 1858. | 36 | Presidency College, | 46·7 | 61·9 | 46·9 | 63·1 | 218·6 |
| | 10 | Dacca " | 43·9 | 59·0 | 44·9 | 63·2 | 211·0 |
| | 4 | Kishnaghur " | 44 3 | 62·6 | 30 0 | 71·6 | 208·5 |
| | 10 | Hooghly, " | 41.6 | 55·0 | 37·7 | 39·8 | 174·1 |
| | 8 | Berhampore " | 35·1 | 64·3 | 31·2 | 25·4 | 156·0 |

### FEMALE EDUCATION.

27. The progress of Female Education has been arrested, but happily by obstacles from without, not from within. The cold shade of indifference, while it checks unsound and exuberant growth, is actually favorable to the strengthening of the tender plant and to its rooting itself firmly in the soil.

Vehement detestation and religious horror of female education are passing away. Opposition, when it does appear, takes now the garb of pride of birth and shelters itself within a hedge of aristocratic seclusion. Ladies even at the tender age of six or seven, must not leave the house. These are reasonable objections and happily such as I can meet. If the children cannot go to the school, the school can come to the children. Again, the children may not generally be seen, but the objec-

tion is always waived when they are young in the case of Brahmin visitors, and I can easily send a higher Brahmin than ever before set foot in the house. With faltering accents a few parents tell me that the Pundit may come—he is a Brahmin; the Deputy Inspector too may come,—he also is a Brahmin; but the Inspector is a European and therefore there is an objection to his visits. I know that they do not intend to be rude and consequently I do not take offence. If they have moral courage enough to educate their daughters, my object is attained. In this difficulty I have found assistance from my wife, whose visits are welcomed where mine are refused. Only three schools however, out of the accompanying list of fourteen, have objected to my inspection.

In the town of Dacca, when I visited the Bangala Bazar School with the Deputy Inspector, a Brahmin, I was surprised to see twenty or thirty little girls rise from their seats, fall on their knees, and rub their foreheads in the dust. There they lay like so many little rabbits. My order for them to rise was unnoticed, but when the Deputy Inspector repeated it they instantly obeyed.

NATIVE FEMALE SCHOOLS.

| | Girls. | |
|---|---|---|
| *Grant in aid Schools* | | |
| Dacca, ... ... . ... | 29 | |
| Rarooli in Jessore, ... . ... | 13 | |
| Khejura in Jessore, ... . ... | 15 | |
| | —— | 57 |
| *Circle Female Schools.* | | |
| Lall Bagh in Dacca, ... ... ... | 26 | |
| Narendra in Dacca, ... ... ... | 6 | |
| Syedpore in 24 Pergunnahs, ... ... ... | 33 | |
| Panitara in Baraset, ... ... ... | 16 | |
| | —— | 81 |

*Private Female Schools.*

| | | |
|---|---|---|
| Dhamroy in Dacca Zillah, now temporarily closed, | 11 | |
| Noihatta in Baraset Zillah, ... ... ... | 18 | |
| Nibodhoy ditto, ... ... ... | 23 | |
| Baraset, ... ... ... | 10 | |
| | —— | 62 |
| Girls attending the Circle Schools for boys, ... ... | 40 | 40 |
| Total, | 240 | 240 |

These children are the daughters either of Kayasths or Brahmins.

I regret to say that owing to want of funds the following schools have been given up.

| | | |
|---|---|---|
| Sara, ... . ... ... ... | 15 | |
| Sohonagore near Kalighat Temple ... ... | 23 | |
| Koomerkhali, ... ... ... ... | 20 | |
| | —— | 58 |

If money were available ten new female schools could at once be opened.

## Normal Schools.

28. The state of the Dacca and Calcutta Normal Schools is described in the accompanying reports from their Superintendents, and does not require further mention here.

## Zillah Schools.

29. I entered so fully in my last report into the state of the Zillah schools of East Bengal, that there is no necessity to dwell on them now, as the absence of all change would necessitate a repetition of my former observations. I merely subjoin a statistical account of these institutions. It is to be regretted that while the demand for English education is so great, the Home Government should have simultaneously enjoined the stoppage of fresh grants in aid, and the non-extension of the existing Government schools.

| NAME OF INSTITUTION. | When Established. | Number on the Roll. | Average Attendance. | Assignment from Government. | | | Actual Cost to Government. | | | Total Cost of the School. | | | Cost to Government monthly of each boy in Attendance. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Russapuglah, ..... | 1838 | 63 | 64 | 15501 | 0 | 0 | 13482 | 13 | 2 | 14122 | 13 | 2 | 17 | 8 | 10 |
| Barrackpore, ..... | 1837 | 129 | 116 | 960 | 0 | 0 | 216 | 1 | 0 | 1718 | 12 | 10 | 0 | 2 | 5 |
| Baraset, ..... | 1845 | 189 | 155 | 3000 | 0 | 0 | 2478 | 6 | 10½ | 4589 | 9 | 7½ | 1 | 5 | 3 |
| Jessore, ..... | 1838 | 201 | 156 | 4000 | 0 | 0 | 3087 | 7 | 9 | 5309 | 7 | 9 | 1 | 10 | 4 |
| Pubna, ..... | 1852 | 99 | 66 | 3000 | 0 | 0 | 2493 | 9 | 1 | 3535 | 5 | 1 | 3 | 2 | 4 |
| Burrisaul, ..... | 1853 | 214 | 156 | 3000 | 0 | 0 | 1955 | 0 | 1 | 4714 | 10 | 10 | 1 | 6 | 8 |
| Furreedpore, ..... | 1850 | 126 | 94 | 3000 | 0 | 0 | 2926 | 13 | 8 | 4244 | 13 | 11 | 2 | 9 | 6 |
| Noakhally, ..... | 1853 | 56 | 37 | 3000 | 0 | 0 | 2589 | 8 | 8 | 3229 | 2 | 11 | 5 | 13 | 3 |
| Tipperah, ..... | 1837 | 150 | 132 | 4000 | 0 | 0 | 2992 | 13 | 5 | 4642 | 7 | 2 | 1 | 14 | 2 |
| Chittagong, ..... | 1836 | 146 | 104 | 4000 | 0 | 0 | 4146 | 13 | 7 | 5855 | 4 | 7 | 3 | 5 | 2 |
| Total, ..... | ..... | 1373 | 1080 | 43461 | 0 | 0 | 36369 | 7 | 3½ | 51962 | 7 | 10½ | 2 | 12 | 10 |

The School at Russapuglah is a boarding as well as a day school, and is supported solely on political grounds for the Education of the young Princes of the House of Mysore.

30. The work done by the Deputy Inspectors is exhibited in the following table:

| DISTRICT. | Number of Schools Visited. | Number of Miles Travelled. | Books sold. | Price of Books sold. | | |
|---|---|---|---|---|---|---|
| | | | | Rs. | A. | P. |
| Calcutta,* ..... | 179 | 1417¼ | ..... | ..... | . | ... |
| 24-Pergunnahs and Baraset, ..... | 442 | 4128¾ | 2256 | 336 | 1 | 0 |
| Jessore,† ..... | 75 | 1525 | ..... | ..... | . | ... |
| Pubna, ..... | 100 | 2841 | 355 | 64 | 11 | 0 |
| Furreedpore, ..... | 337 | 3704 | 3327 | 614 | 3 | 3 |
| Burrisaul, ..... | 236 | 2079½ | 379 | 68 | 13 | 0 |
| Dacca, ..... | 217 | 2413 | 9996 | 1874 | 10 | 0 |
| Total, ..... | 1586 | 18108½ | 16313 | 2958 | 6 | 3 |

National opinions.

31. The Inspector is required to mention in his report some of the prevailing ideas or prejudices of the people in his Division. The subject is so wide that I am obliged by want of space to limit my observations to one or two facts illustrating the feelings of the Mussulman portion of the community in East Bengal. I select for the present occasion an extract from the diary of Baboo Shama Churn Bose, the Deputy Inspector of Burisal, who is a good Bengali Scholar but not educated in a Government College, and whose family was formerly very influential in the Dacca District. His diaries are very interesting and gemmed all over with quaint observations. His field of labor in the Burisal District is the least promising of any in my Division owing to the apathy of the people for education.

* There was no Deputy Inspector for Calcutta in November and December.

† There was no Deputy Inspector at Jessore till November, therefore the return is for six months only.

Caste obtains more in this District than in any of East Bengal. The Deputy Inspector writes as follows:—

"After my arrival from Rajnughur to Kartickpore on 27th January last, I visited two Indigenous schools and met with the Mosulman Zemindars of that station, well known as the Moonshees of Kartickpore. Having satisfied themselves with regard to my parentage and the nature of my position, they received me with great respect and cordial familiarity. On being enquired how many Schools have been established within jurisdiction of Backergunge, I let them understand the number, mentioning especially one that is lately founded by the Meears of Satooria; and that one Meear Abdool Gufoor, having learnt some elementary parts of the English language has now zealously set about to acquaint himself with reading and writing and the arts of conversation in that tongue. Upon which one of the most bigotted Mosulmans, whose face was covered with a long shaggy beard, addressed me in the following manner:—

Our most righteous and holy Prophet Mahomed has ordained that whoever amongst Mosulmen will learn Engle, that is to say, the English language, will never enjoy the blessings of *Behest*, that is to say, shall never receive salvation in Heaven. This is inculcated both by the Mahomedan and Hindu Shastras. With the exception of the blind, whoever possesses the gift of sight, is daily experiencing that the sun rising up in the East, gradually declines and sets in the West; while the Moon with all her bright hosts of heavenly planets, revolves round the earth. But ah! what a charming infatuation is there in English knowledge. How sadly are you beguiled, perverted and entangled in the snare of your misguided opinions by your English. You whose ancestors, cherished the religion from time immemorial, have now utterly forsaken it, and maintain to the prejudice of our daily ocular evidences that the sun is fixed and the terraqueous earth revolves round him. Such is the beguiling fascination of the English study. It creates disbelief in faith, and disbelief begets heresy or infidelity which ultimately hurls down mankind to sulphureous hell. Hence the country far from prospering in its moral and intellectual condition by the study of English, as you aver, is surely to suffer in its religion. You are a respectable man, descended from a high family whose possessions were ample and well known in this country, but many like you educated in English, neither respect their own

Hindu religion nor follow Mahomedanism. All your cares, respect, contemplation or adoration (if I may be permitted the liberty to express so) are directed towards the English knowledge and to the people of England. These daily convincing truths exemplified by your following the manners, customs and conduct of Englishmen, naturally creates a distaste and aversion in the mind of a Mahomedan for the study of English. It is only a few individuals, who have neither reverence nor faith in their religion, that study English to ingratiate themselves with the English Gentlemen in order to obtain some high posts in Government Offices."

As another instance of the dislike which Mussulmans feel to the English language I may mention that classical books in Arabic or Persian must be published without a word of English, otherwise no learned Moulvie will condescend to look at them. I understand that this is the reason which has induced Captain Lees to omit his life of Jami, as a preface to the works of that author.

I have the honor to be,

SIR,

Your obedient servant,

HENRY WOODROW, M. A.,

*Late Fellow of Caius College, Cambridge.*

*Standard of Studies for the Classification of Vernacular Schools in the year* 1859-60.

| Classes. | Subjects. | Books. |
|---|---|---|
| *Excellent,..* | Bengali Literature,... | Biratparba Charupath II and Life of Alexander. |
| | Grammar, ... ... | Introduction to Sanscrit Grammar or Shamachurn's Bengali Grammar. |
| | Composition, ... ... | .. .. ... ... ... ... ... |
| | History, ... ... ... | Histories of India, Bengal and England. |
| | Geography, ... ... | Descriptive Geography of Bengal, India and the four Quarters, Map drawing. |
| | Physical Geography, | Rajendrololl Mitter's. |
| | Arithmetic, ... ... | The whole of Arithmetic (compound interest and extraction of square and cube roots) and Mensuration. |
| | Natural Philosophy,. | ... ... ... ... ... ... ... |
| | Geometry, ... ... | First Book of Euclid. |
| *Good, .....* | Bengali Literature,... | Shakuntola, Charupath, Part II. |
| | Grammar, ... ... | Introduction to Sanscrit Grammar. |
| | Composition, ... ... | ... ... ... ... ... ... ... |
| | History, ... ... ... | History of Bengal Parts I. and II. |
| | Geography, ... ... | Descriptive Geography of India and the four Quarters, Map drawing. |
| | Arithmetic, ... ... | Decimal Fractions, square and cube roots, Mensuration. |
| *Fair, .....* | Bengali Literature,... | Charupath, Part I., Nitibodh. |
| | Grammar, ... ... | Grammar (Contractions.) |
| | Composition, ... ... | Easy Sentences. |
| | Dictation, ... ... | ... ... ... ... ... ... ... |
| | History, ... ... ... | History of Bengal Part II. |
| | Geography, ... ... | Descriptive Geography of India, Asia, and Europe, Map drawing. |
| | Arithmetic, ... ... | Proportion and Vulgar Fractions. |

| Classes. | Subjects. | Books. |
|---|---|---|
| *Moderate,..* | Bengali Literature,... | Nitibodh, Bodhodoy, Choritabaly. |
| | Grammar, ... ... | ... ... ... ... ... ... ... |
| | Dictation,... ... ... | ... ... .. ... ... ... ... |
| | History, ... ... ... | History of Bengal. Part I. |
| | Geography, ... ... | The whole of the Elements. |
| | Arithmetic, ... ... | Single and double rule of three. |
| *Indifferent,* | Bengali Literature,... | Jibunbritanta, Sheshushekya Part III. |
| | Grammar, ... ... | Byakaran, "Moonlight of Grammar." |
| | Dictation, ... ... | ... ... ... ... ... ... ... |
| | Geography, ... ... | Elements of Geography. |
| | Arithmetic, ... ... | Multiplication, Division and Reduction. |
| *Bad,* ... .. | Bengali Literature,... | Infant Teacher, Parts I, II, and III. |
| | Dictation,... ... ... | .. ... ... ... ... ... ... |
| | Arithmetic, ... ... | Tables of money, weights and measures, as in Native Schools addition and subtraction. |

No. 68½.

FROM

THE INSPECTOR OF SCHOOLS,

*South Bengal,*

TO

THE OFFICIATING DIRECTOR OF PUBLIC INSTRUCTION, CALCUTTA.

*Dated, Chinsurah, 20th May* 1859.

SIR,

I HAVE the honor to submit the usual Annual Report on the state and progress of Education in the South division of Bengal.

2nd. During the twelve months just brought to a close, the advancement made by these schools generally has been very decided and satisfactory. A steady increase in the number of students, which in four of them is rapidly approaching to 200, a limit beyond which they are not calculated to provide, has made it necessary to increase the instructive staff, and the large surplus funds arising not only from this cause, but from the higher rate of Schooling Fees which is now paid without reluctance, has enabled us to do this by adding good and superior masters on Rs. 75 a month. This may be considered a great improvement upon the former plan of converting any old student out of employ into a teacher on a salary of twenty or fifteen rupees, and will no doubt raise the expectations and increase the exertions of the junior masters.

**Government Zillah Schools.**

Howrah
Ooterparah.
Beauleah.
Beerboom.
Bancoorah.
Puruliah.

3rd. It is hoped also that these additional masters may have a tendency to raise the standard of scholarship in Zillah Schools, which, as remarked by the Local Committee at Beauleah, " is not yet so high as we have a right to expect it should be." Though every one of them has succeeded in sending candidates who have passed in the first or second division at the last University Entrance Examination, yet the amount of general information requisite to do so is very trifling, and with not even that amount the education of the great majority who failed is brought to a conclusion. To correct this is very difficult, for unfortunately the government junior scholarship standard has been made identical with that for the University entrance, and any thing which does not bear directly upon the latter, the masters and students can hardly be induced to read. For instance the history prescribed by the University is Marshman's Brief Survey and outlines of Indian History, and in consequence the separate Histories of Greece, Rome and England are vanishing from our class rooms. The leading Government schools in Calcutta set the example, and with other difficulties to overcome in the Mofussil, it is almost impossible to counteract the tendency, so that shortly Marshman's Brief Survey and the outlines will be the only Histories read throughout the whole of Bengal.

4th. The quantity of Mathematics required as I have frequently remarked before is exceedingly small, and altogether the standards fixed for senior and for junior scholarships are so disproportioned, that I consider it very desirable they should be at once reconsidered, otherwise these schools cannot be sensibly improved or even raised to their former mark of scholarship.

5th. Their financial position as may be seen in the subjoined tabular statement, is very flourishing, there being left

a surplus sufficient to establish two similar schools elsewhere. Within a few rupees less than fifty, one third of the sum allowed by Government for their support remains undrawn, and the average cost of each pupil to the State does not exceed one rupee a month, which is a sum not exceeding what has to be contributed towards the education of a boy in the Grant-in-Aid schools.

6th. In consequence of the increased number of pupils, the school buildings originally constructed for the accommodation of one hundred or one hundred and twenty pupils, have been found too small. At Bancoorah ample additions, have been made for all school purposes, and a good house has been erected for the residence of the head master.

eth. In August 1857, the school house at Beauleah, had to be pulled down to save the materials from being carried away by the river, and a new one has not yet been erected. The one then destroyed was built only ten years ago, when the inhabitants contributed so liberally towards it, that it would be considered rather exacting to call upon them now for similar contributions for the same purpose, and particularly as the surplus fund that during the last four years has lapsed into the Government Treasury, amounts to Rs. 5,036-3-2½, it is expected that a special grant will be made "for the erection of a sufficient and perma ent building."

8th. An extra wing is also required at Ooterparah, and will be provided for from the private resources of the school, which by a particular order in 1852, have been allowed to accumulate for such a purpose.

9th. At Beerbhoom more rooms are urgently required, and it is hoped that when the detailed plan and estimates for their construction are approved of, that the surplus funds of the last year only together with what may accumulate during the present, will be allowed to defray the expense.

| Name of School. | Number of students on the 30th April 1859. | Amount of Government grant during the year. | | | Amount of Schooling fees, fines, &c. | | | Total expenditure during the year.* | | | Surplus. | | | Monthly cost of each pupil. | | | Monthly cost of each pupil to Govt. | | | No. of students passed Entrance Examination 1st Dvn. | No. of students passed Entrance Examination 2nd Dvn. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Howrah, ... ... | 149 | 3000 | 0 | 0 | 4013 | 0 | 0 | 6014 | 2 | 0 | 998 | 14 | 0 | 3 | 5 | 9 | 1 | 1 | 0 | 1 | 6 |
| Ooterparah, ... ... | 176 | 1200 | 0 | 0 | 5308 | 3 | 3 | 5796 | 8 | 7 | 711 | 10 | 8 | 2 | 11 | 10½ | 0 | 4 | 0 | 4 | 6 |
| Beauleah, ... ... | 185 | 3999 | 12 | 0 | 2507 | 10 | 6 | 5222 | 15 | 8 | 1284 | 6 | 10 | 2 | 5 | 7 | 1 | 3 | 6 | 0 | 3 |
| Beerbhoom, ... ... | 178 | 3230 | 0 | 0 | 2100 | 0 | 0 | 4138 | 0 | 0 | 1192 | 0 | 0 | 1 | 14 | 11 | 0 | 15 | 3 | 0 | 8 |
| Bancoorah, ... ... | 183 | 3240 | 0 | 0 | 2559 | 4 | 1 | 4854 | 8 | 2 | 944 | 11 | 11 | 2 | 3 | 4 | 1 | 0 | 8 | 0 | 2 |
| Puruleah, ... ... | 86 | 2424 | 0 | 0 | 862 | 0 | 0 | 2773 | 0 | 0 | 513 | 0 | 0 | 2 | 10 | 11 | 1 | 3 | 7 | 1 | 1 |
| Total, ... ... | 957 | 17093 | 12 | 0 | 17350 | 1 | 10 | 28799 | 2 | 5 | 5644 | 11 | 5 | 15 | 4 | 4½ | 0 | 0 | 0 | 6 | 26 |

* In this column are included the following special grants made from the surplus funds.

| | | | | |
|---|---|---|---|---|
| Howrah, ... | House rent for the Head Master at Rs. 25 per mensem, ... ... ... ... ... ... ... | 225 | 0 | 0 |
| | For the entertainment of an extra teacher intermediate between the 1st & 2d Masters, | 540 | 0 | 0 |
| | For Globes, Maps and other requisitions of the School, ... ... ... ... ... ... ... | 228 | 5 | 0 |
| | Remuneration paid for conducting the Annual Examination, ... ... ... ... ... | 75 | 0 | 0 |
| Ooterparah ... | For the entertainment of an extra teacher intermediate between the 1st and 2d Masters, | 540 | 0 | 0 |
| | For house rent paid by the Head Master in consequence of his having to vacate the upper rooms to give accommodation to the classes ... ... ... ... ... ... ... ... | 25 for one month only. | | |
| | For a Map supplied by the School Book Society some years ago which remained unpaid for, ... ... ... ... ... ... ... | 3 | 3 | 2 |
| | For remuneration paid for examining the School, ... ... .. ... ... ... ... ... | 75 | 0 | 0 |
| Beerbhoom,... | For erecting out offices for the Head Master and for enclosing the School compound,... | 123 | 1 | 6 |
| | For entertainment of a Mallee, .. ... ... | 36 | 0 | 0 |
| | For an additional teacher entertained owing to the number of students having increased, | 20 | 0 | 0 |
| Bancoorah, ... | For completing additional rooms to the School building,... ... ... ... ... ... | 600 | 0 | 0 |
| Puruleah, ... | For two Punkha pullers, ... ... ... ... | 8 | 0 | 0 |
| | For maps, books destroyed by the mutineers, | 20 | 0 | 0 |

10th. In addition to the above schools, the one supported by Government at Sylhet was finally ordered to be removed to English Bazar, in the Malda district, on the 5th March 1859, but since then I have received no communication whatever from Malda, nor do I know if the transfer has yet been effected. The second and fourth masters who had previously arrived were in December 1858, conducting the school at English Bazar which then contained 51 pupils.

11th. Accompanying this communication are the detailed reports and statements of each Zillah School, for the last year furnished by the local authorities at Beauleah, Beerbhoom, Bancoorah, and Puruleah and by myself for the schools at Howrah and Ooterparah.

**Government Vernacular Schools.**

12th. In the month of November last, when the especial Inspector of South Bengal resigned that situation, fifteen of the schools establised by him were placed under this office. They are situated in the districts of Hooghly, Burdwan, and Nuddea, and are designated Model Vernacular Schools, but excepting that there may be a little more of the Sanskrit element in them, the course of study in other respects scarcely differs from that pursued in the ordinary aided Vernacular Schools. They have however every advantage of position, for they have been established at those places which the Inspector thought most desirable without demanding any contributions from the people, and the Pundits are paid entirely by the Government and at a much higher rate than elsewhere. The cost of each school averages Rs 61-8 a month, which is more than four times as much as is allowed for any other Vernacular School, and considerably above what is generally granted by Government to private English Institutions. In four of these Schools there are upwards of 100 pupils, and in each of the rest, with one exception, there are above fifty. The monthly tuition fee is one or two annas according to circumstances, and whatever is thus collected, is available for rewarding the Pundits or for entertaining under teachers. The cost to Government of each boy is annas 13-8 per mensem, which is slightly less than the expense in a Zillah or Aided English School of bringing a student up to the English junior scholarship standard, or for gaining him admittance as an English Scholar into the Calcutta University.

13th. Of the 101 Schools established under the orders of Lord Hardinge only 8 remain in South Bengal, and of these, some more will have to be abolished, unless the inhabitants will keep in order the School sheds, which is the only

demand made upon them. Even at such a large and populous place as Bissenpore, where there is one of these Schools, and a superior Head Pundit, the people will not give a bamboo or a basket full of mud to assist in repairing the broken walls.

14th. The following special grants during the last year have been made by the Inspector from the surplus funds of Government Vernacular Schools.

| | Amount Rs. | Nature of charge. |
|---|---|---|
| Ooterparah Vernacular Hardinge,... | 57 | Books, Maps, Almirah, &c., for a Vernacular Library attached to the School. |
| English Bazar Vernacular Hardinge, | 20 | Reward to the Head Pundit. |
| Harope Vernacular Model School, ... | 10 | To repair the School building. |

**Private aided English and Anglo Vernacular Schools.**

15th. Many of these Schools seem to me to be now working most favorably, and the majority appear to have taken a very firm hold at the places where they have been established. But one addition has been made to them since last year's report, and their number at present is 39. It is impossible to say what may be the demand for an extension of these Schools throughout this division, for since all additional grants have been refused, the Deputy Inspectors have been forbidden to encourage applications, but I have every reason to think that when an opening is again offered, petitions will come from a great many places. I was in hopes, that those grants already obtained, which it might from various causes be no longer expedient to continue, at the villages originally selected, would be transferrable to a more suitable spot in the same neighbourhood, but the Lieutenant Governor having decided against such a measure, a diminution of 18 aided Schools has taken place, in South Bengal. The grants to 13 were annulled, because the applicants

refused to have them, stating they had been obtained by mistake, &c., and 5 more were abolished for reasons assigned to you in my letters Nos. 1082 and 1127, dated 2nd and 18th April 1859 at the time. Of those thus done away with, 13 were Vernacular, 2 Female, and 3 English.

16th. At the last University Entrance Examination, the following aided Schools were successful in presenting students who obtained admittance.

| | | 1st Division | 2nd Division. |
|---|---|---|---|
| Ranaghat, ..... | Nuddea, ... ..... | 0 | 3 |
| Khamargatchee,..... | Hooghly, ..... | 0 | 1 |
| Banshbaria Scotch, Mission, ..... | Hooghly, ..... | 2 | 2 |
| Jonye, ..... ..... | Howrah,..... | 0 | 1 |
| Konnughur, ..... | Hooghly, ..... | 0 | 4 |
| *Ballee, ..... | Hooghly, ..... | 0 | 2 |

**Aided Ver. Schools.**

17th. Of these Schools, there are now seventy-five in operation in South Bengal, and from several indications, I have reason to conclude they are progressing better than they promised to do at first. The disputes between managers and Pundits which used to be innumerable have almost entirely ceased, or at any rate are settled amongst themselves, without reference to this office. For the last two or three months I have not had a single complaint about the non-payment of salaries &c., so I infer that a general understanding has taken place and a custom established to which both parties have agreed; besides this, the Pundits have been more stationary, and there have been much fewer exchanges on the score of ill-health than formerly.

18th. From the various English Institutions to which Vernacular Scholarship holders selected from these schools

* In consequence of the Proprietor having been, appointed a Deputy Magistrate, he has left Ballee, and given up the School, so the grant has been resumed.

have been sent, the reports have been generally most favorable and during this year forty-seven more have been appointed, after a searching and systematic examination.

**Female Ver. Schools.**

19th. The following is my report upon the four female Schools under me, drawn out at the request of the Lieutenant Governor, and after I had personally visited each of them.

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No. 1009.

To

THE DIRECTOR OF PUBLIC INSTRUCTION.

*Dated, Chinsurah, 10th March* 1859.

SIR,

Dwarhatta, Zillah Hooghly.
Gopalnugur, Ditto.
Naroogram, Zillah Burdwan.
Jowgong, Ditto.

I HAVE the honor to reply to your letter No. 2959, dated 30th November 1858, calling for a report for the Lieutenant Governor's information upon the present actual condition of the Female Schools noted in the margin.

**Naroogram.**

2nd. The original application to have a Girl's School established in this village was made by Judoonath Bhunjo, in August 1856, but not granted till 31st October 1857. He had in the meantime obtained aid for a Boy's School at the same place, but this he so mismanaged by not paying a succession of Pundits that were sent to him, that the School scarcely ever had an existence, and at the end of a tedious and profitless correspondence between him, the Deputy Inspector, and this Office, the grant was withdrawn in January 1858. After

this I hesitated to establish the Girls' School under his management, and as no other respectable person in the village would be responsible for its proper conduct, the School has never been opened nor the grant issued.

**Jowgong.**

3rd. This place is one of a cluster of villages situated about 22 miles to the South East of the Burdwan Sudder Station, and about 5 to the South West of the Boichee Railway Station. The Girls' School here which is entirely supported by Government at a cost of Rs. 32 per mensem, was established by Pundit Issur Chunder Biddyasagur in September 1855, and is conducted by two Pundits.

4th. On the 25th January 1859, I arrived at this place about 10½ A. M., and was shewn the School house, which was not only used by Girls but also by Boys—Pundit Biddyasagur having a Government model school in the same place, and it was further the dwelling of one of the inhabitants. It is not unsuited for its purpose, but I was assured another building was in progress of erection.

5th. Not a Girl, Boy, nor Pundit, was in attendance, and a black board "was the only indication of a school that I could discover." The Villagers and Pundits soon collected to tell me there really was a Girls' School open every morning from six till nine o'clock, and to prove this, a register commencing on the 1st November last was produced. This register had been taken that day, and if any dependance could be placed upon it, it would appear that during November and December some 20 little girls had been daily at school, and 15 only during so much of January. They then begged I would wait an hour, and the Boys and Girls should be assembled. As there is a similar Government Girls' School about 1½ mile from this place, I went on there, and promised to call again on my return.

6th. At one o'clock on my way back, every thing was ready. In the model school three Pundits were in attendance and at work, the maps were all arranged on the posts, about 60 Boys were present, and the straw gods had been placed on one side to make room for them. Passing through this school or courtyard into another, I found 22 Girls sitting on mats under a shade, and this the Pundit told me was where he daily held his female school. The Children were from three to six or seven years of age, very cleanly dressed, some of them in English frocks, and apparently of the class that may be seen with fewer clothes upon them in any Indian town. They all had unopened Bengalee spelling books before them, but only one or two knew how to open or to hold them. The third best scholar attempted to read with the book inverted till the Pundit corrected her, and then I found she knew the letters but could not read. The head girl repeated some thing to the Pundit which I did not understand, and she could make out a few words in the spelling book.

7th. The impression I found was that, sometimes no doubt, the Pundits collect three or four girls and point out the letters to them, but I do not think they have any thing like a regular school. For instance, when I ordered the register to be taken, it was something quite new to the little things, and it took sometime for their teachers to explain to them what was meant.

8th. The above is a faithful account of what I saw and heard, and in my own mind I am very doubtful if by continuing this nominal school which has now existed for more than three years, we are giving instruction to any children who would not otherwise receive it. It is by no means uncommon to see little girls like these in the lower classes of the Government aided Vernacular Schools, and very probably I

should have found these girls who knew their letters amongst the boys of the model school at this place, had there been no Female Institution.

9th. The other village where there is a Government Female School is called Ranaparah, though it was originally established at another place about a mile distant, called Collingram, and that name it still bears. Of course at 11½ o'clock, when I arrived, I was shewn a room or rather upper gallery in a private house where there was one broken chair, and a couple of mats on the ground, and I was told that this was where the little girls assembled from six to nine each day, excepting Sundays. About half an hour afterwards, and at some little distance, I met the Pundit with the Register in his hand. This had been carefully kept for the last ten months, and shewed that sometimes he had 20 and sometimes 30 names on his rolls with an average attendance of about sixteen, and I could detect nothing to indicate that it had not been daily taken. He was sorry he could not reassemble his pupils till the evening, but on passing a farm yard he rushed in, brought out a dirty little girl, about five years of age, and told me she was the second or third scholar on his register. Standing by my palkee, the child made out the printed letters of the words নদীর পাড় but she could not read.

10th. At Koolingram, I found some 30 boys reading English in a private school, and shortly afterwards the head master made his appearance, followed by many respectable inhabitants, one of whom conversed in English, and said he was an ex-student of the Hooghly College. At first these persons professed to be entirely ignorant of a Girls' School, then that there was one formerly held in the very room where I was standing, but that it was abolished in June, and lastly some one said he had heard it was removed to Ranaparah.

There were two parties, they said, one in favor of Pundit Biddyasagur, and one against him, and they belonged to the latter. The poor Pundit of the Girls School had here no friends, and I regret to state, that I cannot put entire confidence in the reports of the Deputy Inspector of Burdwan, upon Biddyasagur's schools, against whom he has most bitter feelings. He endeavoured to dissuade me from visiting these places at all, assuring me he had been to them, and that there were no schools, and I detected him several times trying to mislead me by giving an incorrect version in English of what the villagers said.

11th. Within a circle having a radius of three miles, and Jowgong for its centre, I this day visited a Government model school, and a Government Aided Vernacular School, in both of which though they may be irregularly conducted, the boys are learning something, for I examined the head class of the former, in the Geography of Europe, and of the latter, in Arithmetic, Geography, and the 1st Book of Euclid. I saw also where the two Girls' Schools were said to be held, and have reported all I could discover about them, and lastly, I visited a private English School where the best boys could read, but not speak that language.

12th. I may here remark that from the Burdwan district, I have had more applications for Girls' Schools than from all the rest of South Bengal, but in no single case could I bring myself to believe the petitioners were in earnest. In the first place, it seemed to me singular that these applications should come from obscure villages, in the interior, and not one from any large or central station in this division. In some instances they came from persons who refused to have a Boys' School. The inducements seemed to be first that the Government was to pay the whole expense; secondly, that they, the

villagers, were to appoint teachers in whom they had confidence, and the Inspector was not to trouble them with his normal students; and lastly, they would prevent all personal interferance on the part of the Inspector, by stating that the parents would not allow him to see their daughters.

**Gopalnugur.**

13th. About noon on the 5th February, I arrived at this village, which is about 10 miles to the west of the Boidobatty Railway Station; and passing through the court yard of a private house, where men were engaged in threshing out rice, and then up a narrow stair case, I found Mrs. Rebecca Bindobashini giving instructions in Bengalee to thirteen little girls.

14th. This lady and her husband have been at Gopalnugur for 15 months, and for the greater portion of that time, they have occupied comfortable quarters in the same building, and have been well treated by the villagers, but now I found them in some little trouble. In the court below is a Government Aided Boys' Vernacular School, the former Head Pundit of which was dismissed for exciting his boys to annoy Mrs. Rebecca, and for himself writing a series of letters against her. The Pundit sent in his place however did not know English, whilst he did, and such a person the people at Gopalnugur would have; so they had frightened the new Pundit out of the place, and were restoring the old man in spite of the remonstrances of Rebecca and her husband. The ages of the little girls varied from 3 to 7 years, and from their dress they appeared to belong to the lowest orders. Six of them read to me from an easy book, and two wrote a sentence correctly from dictation, whilst seven stood around me occupied with various sorts of needle work, such as crotchet, knitting stockings, garters, netting worsted work, &c., Of course what these little things could do was not much, and

I am sure Mrs. Rebecca would have to unstitch all they did before me; but the school must be regarded as an infant one, and reviewing it in that light, I can conclude it is doing good.

The respectable and cleanly appearance of the Head Mistress, and her husband, contrasted very favorable with that of the Managers, Secretaries, Sircars, &c., that collected about, and if they only continue to give simply innocent occupation for some hours each day, and instruct but a handful of children in the rudiments of reading and writing, we must not yet expect much more from a Female School in the District.

15th. The best girls, I was told were absent, and from the registers, which dated no further back than the 1st of the previous month, nothing satisfactory as to the numerical strength of the school could be ascertained. One roll exhibited 49 and another 20 names: the former they said was the nominal, the latter the real list of pupils.

**Dwarhatta.**

16th. At Dwarhatta, some 12 miles to the west of Gopalnugur, I found Mrs. Maria Umerto Rutno, Head Mistress, and eight little girls, in an inferior private native hut, busy in ornamenting the edges of cloth with red thread.

This is the work of weavers and is called by the natives Kajkorapare and on enquiry I was told these children did belong to the brahmin weaver caste. Their ages were from six to nine, and they worked with that facility which might be expected from children learning the trade of their parents. Five or six of them read with ease the 2nd Bengalee prose work, and wrote also from dictation, whilst two of them took down and worked correctly a question in long addition.

17th. I was not able to obtain more information, than what I saw, for the husband of the Head Mistress was absent, in

Calcutta, and the registers of the school were not kept by her, but by a school sircar who was also absent. The last returns to this office for the quarter ending 31st January, represent the school as having 54 pupils, with a daily attendance of 20, but upon these returns, especially when kept by a non-resident sircar, no reliance can be placed.

18th. The chief personage at this place seemed to be the Head Pundit of the Government Aided Vernacular School, which is held in a good building erected for the purpose, and surrounded by a large garden. This man evidently ruled over both the Girls and Boys School, and as he has some knowledge of English, I found him assisted by a youth he called his Head Master, teaching English to some 40 lads, whilst two little boys composing his Vernacular Department, were writing on leaves outside.

**Ballee Female School.**

19th. This school having been conducted by Mrs. Chundee Churn Singha for upwards of 4 years, was given up by her at the end of last November, in consequence of her removal with her husband to Burdwan, in which district he has been appointed a Deputy Magistrate.

I have, &c.,
(Signed) E. LODGE,
*Inspector of Schools, S. B.*

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**Unaided Schools.**

20th. The discontinuance of all additional grants in aid, and the refusal even to appropriate for neighbouring places those already made, but which had afterwards been declined caused much disappointment in those villages when the Deputy Inspectors

had been urging the inhabitants to come forward with application for Government assistance, and to some extent put a stop to their activity in that direction. It is however in their power, from a fund for that purpose, to give encouragement and rewards to purely indigenous Vernacular Schools, but for some cause, which I have not yet discovered, both the Deputy Inspectors and Goordomohoshoys are very indifferent about it. Probably it may be because I am more willing to distribute books than money.

**Native Newspapers.**

21st. The strictly native periodical papers of this division, as far as I am aware, are now reduced to one weekly, and two bimonthly issues, and with the exception of a brief epitome of news, are chiefly filled with original pieces of poetry, scraps of biography, addresses to the deity, to the Human Heart, and discourses upon literature and science.

*Extracts from Reports of the Deputy Inspectors.*

**Burdwan.**

The aided vernacular schools under my charge have given me much satisfaction. The villagers seem to take greater interest in their welfare. The regularity of attendance of the pupils in the schools, the punctual realization of the tuition fees, and the local subscriptions indicate that the villagers appreciate the advantages of the instruction daily imparted in our aided vernacular schools. In my tour of inspection during the quarter under review, I found almost all the pupils of this class of Schools pass creditable examinations. (The Schools at Mundulgram and Ousegram excepted.) In reading, spelling, arithmetic and geography of Asia, Europe and Hindustan, the boys have acquitted themselves very well. For want of maps of Africa and America, the boys are not at all drilled in them. I wish that each of these schools be supplied with

such maps. But I do not understand from where they are to be supplied with them. There are no funds I believe at the disposal of the Inspector to make up this.

The unaided vernacular schools numbering 15 in my Division, continue to prosper. During the quarter under review, I recommended to the Inspector to reward the teachers and the pupils of the unaided schools at Dhuluk and Ajahpoor. The request has been granted. This indulgence will serve to induce other villagers to open efficient schools with our system of instruction. I believe the teachers of the unaided vernacular schools are more dutiful and attentive than those of the aided schools. In the aided schools, the head pundits go home whenever they like. The pundit of Berogram School in particular. In the unaided schools, such is not the case. There can be no doubt as to the increasing popularity of the unaided vernacular Schools. I regret to observe, that many of this class of schools are suffering much for class books. There are no book shops in this district.

The two female schools* are doing nothing, and would continue so, if not methodized.

Kolingram, Jowgong.

Suggestions for the improvement of model schools.

The exclusion of the Sanscrit with its Devnagur character.

The introduction of natural sciences in all its branches and mathematics, which is to be taught not from books but from popular lectures by the head teacher.

The cultivation of the pure vernacular language.

The practical use of the chain and compass to teach land measurement.

The composition of *robocarees, purwannahs, bonds* and other *instruments* with various kinds of correspondence.

The keeping of zemindaree and mohajunee accounts in an extensive scale.

## PENMANSHIP.

Physical exercises after the system of Stow with modifications.

Providing the schools with teachers of science.

The cultivation of morality.

The introduction of catechetical system of teaching.

The study of government regulations with civil and criminal.

The levying of tuition fees from 3 to 6 annas a head.

Making the principal men of the village where the model school is set up to pay one of the assistant teachers from local subscription.

The promotion of Local Committees.

Grants-in-aid system.

**Howrah.**

Before I narrate facts connected with the Quarter under notice, I have a few words to say on the grants-in-aid system. It is unnecessary to assert that the system is on the whole a failure. To every one connected with the Education Department, it is well known that in nine cases out of ten, the teachers are not properly paid, that men who do not receive their full remuneration are reluctant to work; that the managers, only in exceptional cases, contribute to the local subscription, that each student is obliged to pay a compulsory subscription in addition to the fixed rate of schooling fee, that a certain portion of the school fund is systematically appropriated to the private uses of the managers; that teachers are removed on account of private pique, or because they do not serve the private ends of the managers, or because they grudge to receive a lower pay than what has been fixed by

the Inspector, and that the private secretary of a rich Baboo or Zemindar not unfrequently appoints one of his friends or relatives, or any other person who can pay him something to a post made vacant to have his own purpose served. In most cases the teachers never complain of these things for fear of losing their situations. The inspecting officers are fully aware of these grievances, and yet they cannot extend a helping hand to the poor teachers. The grants-in-aid rules forbid them to "interfere with the internal management" of a School. Again those whose almost only duty at present is to inspect Schools, I mean the Deputy Inspectors, are officers without power or *responsibility*. I beg here not to be misunderstood. They are certainly responsible for the duties entrusted to them, but where there is no *power*, it is perfectly useless to talk of *responsibility*. The Inspector, on account of his other heavy duties can spare no time to attend to each petty complaint in a school. It is the duty of Deputy Inspectors to take care of these things. But virtually he has no power of any interference whatever, consequently the disease becomes incurable. I despair therefore of a better state of things, unless other arrangements are made, than what exists at present. In no other Department of Government service have I seen such *irresponsible* officers as the Deputy Inspectors of schools.

Deputy Inspectors.

There are three superior aided schools in my division, *viz.* those at Jonye, Connugur and Ballee. From each of these schools candidates were sent for the University Entrance Examination. Out of thirteen candidates, seven have passed the examination successfully—Of these four were from Connugur, two from Ballee, and one from Jonye—The result of this examination shows that these schools have already reached the standard

**Superior Schools.**

required from them. At the request of the Secretary to Connugur School, I conducted the annual examination of some of the classes. The result on the whole was satisfactory.

**Elementary English Schools.**

I have more than once said that the Elementary English Schools are almost useless. The village people have already begun to perceive this. The continued diminution in the number of students clearly shows that they do not like to send their children to these institutions. The cry is for a superior English education. These elementary schools have not means enough to provide for such an education. Nor can meritorious students be transferred with free or stipendiary Scholarships to superior schools. If any such provision be made, the number of students in these schools would immediately increase.

I conducted the annual examination of the Bullottee and Jugut Bulubpore Schools during this quarter. I was present at the time of the distribution of prizes to the students of Sulkea school, but I took no part in the previous private examination. The Coomermorah school was closed for a month for the repairation of the school house.

**Government and aided Vernacular Schools.**

There are three Government and eleven aided Vernacular Schools in this division. Of these, the Government Vernacular School at Sheakhalla is decidedly the best. It contains more than two hundred students. The Head Pundit is an energetic and able teacher and a man of respectable attainments. The Government Vernacular School at Harope is not deserving of the name of a *model* school. There are many aided schools better than it. I have no reason to speak any thing against the management of any other Vernacular schools excepting those at Gungadhurpoor, Mohesh and Sulkea. Of these the first two will never do

well on account of the incompetency of the teachers, and the other for want of sufficient care.

**Distribution of Prizes.**

Hitherto prizes were distributed annually to the aided Vernacular schools from the Government reward grant fund. But now it has been ruled that this fund should be exclusively devoted to indigenous schools. This step is highly discouraging to aided Vernacular schools.

**Book Agency.**

During the Quarter under notice, I have closed my accounts with the Calcutta School Book Society, and I hope I shall soon be enabled to do the same with the Vernacular Literature Committee.

**Rajshye.**

Nattore School.
Sabroon Ditto.
Khoira Ditto.
Sreedhurpoor Ditto.

Of the four aided schools in my division, noted in the margin, the Nattore Vernacular School is in a most flourishing state. Its numerical strength exceeds that of the other three Schools, whilst in point of efficiency it is far a head of them all. During the last two years, the students of the Nattore School have made considerable progress in their studies, and some of them having passed the Vernacular Scholarship examination successfully, have been transferred to the Government Zillah School at Bauleah on stipends of Rs. 4 each per mensem. The manager Rajah Annundnath Roy, takes a deep interest in the welfare of the institution, and I am happy to report that the Pundits likewise have done their very best in promoting its interests. The only thing that struck me as bad and deserving of a speedy reformation on my last visit to the School, was the irregular and anomalous way in which the accounts of the School have been kept. I have spoken to the Rajah on the subject, and I hope every thing will be set to rights before long.

I would recommend that this saving be laid out in purchasing some maps and other articles for the use of the School.

The Sreedhurpoor School is, I am glad to report, in an equally flourishing state with the Nattore School as regards its numerical strength, there being upwards of 50 boys now on its rolls. Without a single exception, the boys are children of low caste Mahomedans, and be it spoken to the credit of the gardians, that although ignorant and occupying comparatively poor positions in society, their zeal and earnestness in educating those children within the small compass of their means, are truly admirable. The manager, Nujib Sircar is very zealous in promoting the interests of the school. The Officiating Pundit Hurocanto Chuckerbuttee has been very assiduous in the discharge of the duties entrusted to his charge, since he was placed in the school in September last. The present 1st Class boys read the same books which are used in the 4th Class of the Nattore School, and I am happy to report that these Mussulman lads have been carefully and systematically taught. Pundit Hurocante knows a little of English, and his acquirements in Bengali are respectable.

**Nuddea.**

It is time now to speak freely on all points connected with the Educational System as existing in Bengal, as the interdiction of every description of additional expenditure leaves ample room to discussion, without the risk of any immediate loss of money by ill-digested projects. Those who have been practically familiar with the working of the grant-in-aid system are well convinced that it is not the best calculated to pervade all the classes of the nation. There are parts of the country where squalid poverty stares in the face of the educational officer, when he is in his tour, where the half-famished inhabitants feel no higher calls than

The Grant-in-aid system not well administered.

the satisfaction of the mere animal instincts. I am not so sanguine as to expect that every part of this mass of dence ignorance will be immediately accessible to the influence of our measures, be they ever so well directed. But our present plans are not well dirceted; subscriptions, fees, price of books, cost of the school house, &c. are taxes in different shapes amounting to a considerable sum in the end, and occasioning many a painful feeling in the mind of the giver, as each item is exacted. The grant-in-aid system is applicable to a rich country, where the demand for educated labour is considerable, and where the population regard schools as real necessities. Poor ignorant Bengal is not the place for it.

The measures of the Government in this country have been shaped more with a regard to uniformity of plans than to the actual physical and intellectual condition of the people in different parts of the country. Attempts have been made to carry on operations on the same system in the poorest localities as in the richest towns. Had the Government begun by establishing a large number of Vernacular Schools at its own cost, in populous places, without asking for any subscriptions from the people, every thing might have gone on satisfactorily. The frequently unpleasant state of relations between the people of the village and the educational officers, which ends in the withdrawal of the Government grant, might have been prevented. There would have been no useless expenditure in supporting Ephemeral Schools. The cost on education in a district would not have much exceeded the present limits. The people of towns and large substantial villages would have availed themselves of the grant-in-aid system in the establishment of good English Schools. The progress of the pupils in Schools entirely maintained by the State would have been decidedly satisfactory, as the present

Purely Government Schools would have done better.

improved condition of the Model Schools in South Bengal incontestably proves.

Success of the Model Schools.

The mention of the Model Schools brings me to another subject of the highest interest and importance. As I repeat my visits to these Institutions, I feel more and more convinced that they might at once be availed of as instruments for superceding the highly expensive Normal Schools. The students of the first classes of the Bhajunghat and Moheshpoor Schools of my Division are in almost every point much in advance of the normal students who have completed their 1st year's course of Normal Training, and should they be allowed to study a year more at these Schools, they might make as good teachers as any person holding the normal certificate of a Vernacular Teacher of science. Fully impressed with this belief, I have requested the Head Teachers to open an experimental normal class at each of those Schools, and I anticipate the best results from the introduction of this change. At the examination of Candidates for Punditship certificates, the pupils of these experimental classes will, I hope, not prove inferior to the normal pupils—Should this be the case, it would be our imperative duty to move the authorities on the subject of increasing the pay of the Teachers of the Model Schools in order to secure the services of efficient men.

Un-aided Schools.

The recent orders of the Government prohibit the grant of pecuniary assistance to the village Schools. One course only is now left to us, viz., to point out to the population the advantages of having Schools of their own, having no connection with the Government. A list of Schools of this nature existing in my division, are given in the margin, ex-

Mooragasee Anglo Vernacular School, with a purely Vernacular Department.

* Gozee Doorgapoor ditto ditto.
* Joyrampoor ditto ditto
* Korimpoor English School,
* Mamjoanee ditto ditto.
Bramonpookooria Anglo Vernacular School.
* Kassiadanga Female School.
Belliadanga ditto ditto.

clusive of the Indigenous Patshalas and Missionary Schools, those marked with a star * have been established within the last three months.

I watch with interest the establishment of these Schools independently of Government assistance as it is an unerring index to the progress of "the spirit of reliance on their own resources." Among the people everywhere, however, it will be seen that English Schools alone are prized from the circumstance of there being a greater chance to the pupils of these Institutions of success in life.

Schooling fees are properly fixed sources of income.

I have requested the managers of all new schools to do all in their power to make their schools dependant more on schooling fees than on subscriptions, as this latter is never realized without trouble, and is always a fluctuating sum. In populous localities schools will thus be supported purely from fees. In such of the schools as receive Government assistance on condition that the local subscriptions and fees should together equal the grant, I am endeavouring to increase the rate of fees so as to make the income from fees alone equal to the grant.

Schools and Teachers.

Regarding the progress of the schools and the qualifications of teachers, I have nothing new to say at present. My report for the quarter ending on the 31st January 1859, contains full particulars relative to this subject.

Indigenous Patshalas.

The project of improving indigenous patshalas is now in a great measure hopeless from the want of sufficient funds. Mere book-prizes to laborious Gooroomohoshoys who pursue our system is little calculated to inspire them with confidence in our promises. Besides what promises can we make to them?

Perhaps 8 or 10 rupees in books a year. This is little or no inducement to men, who have to learn new things and then to teach those things to their boys.

Jehanabad Subdivision.

Government Vernacular School Dandeepoor.

The Government Vernacular or Model School at Dandeepore was originally established at Kheerpoy, but subsequently transferred thence to where it now is. The general condition of the school is on the whole good. Sanscrit is more attended to in this as well as in the other model schools, and Bengalee books on scientific subjects most in use in the aided schools are generally neglected. Most part of the people hereof are poor, and I have already brought to the notice of the Inspector their prayer for reducing the rate of schooling from two to one anna a month.

Jehanabad English School.

This is an indigenous school supported entirely from private subscriptions of the Zemindars and other respectable gentlemen of the quarter. The Deputy Magistrate of the sub-division is the leading manager and patron of the institution. There are in this School two English Teachers, and the want of a Pundit is in some measure supplied by Baboo Ram Chunder Goopto, Native Doctor, attached to the sub-division who gives gratuitous instruction in Bengalee whenever he has time. The salary of the Head Master is Rs. 30, and that of the Second Master Rs. 20 a month. The sums are regulary paid at stated periods, and the School is on the whole creditably conducted. I requested Mr. Buckle, collector of Hooghly, on the occasion of his being at Jehanabad on the 2nd December to visit the School, and that gentleman gladly agreed to the proposal. The examination was on the whole good and a solution by a boy of an arithmetical problem put by Mr. Buckle gave him unusual satisfaction. I examined this School several times during the quarter, and gave the Teacher what instruction I thought necessary for its better management.

Myapoor Aided Anglo Vernacular School.

This Myapore Aided Anglo Vernacular School is one of those under the management of the well known Baboo Joykissen Mookerjea, the School-house is of a very convenient and beautiful sort, situated in the middle of a garden and furnished with whatever articles are required for its decency and the ordinary purposes of comforts. The state of the School is in general very good, though the Vernacular Department is not so efficient as may be imagined from the books introduced. The want of a Library and globes is much felt.

Jeerat Aided Anglo Vernacular School.

This School also is under the management of Baboo Joykissen Mookerjee. This also has a well furnished suitable house. The general condition of the School is on the whole very good. The second Master deserves special notice for his attention to his duty.

Madhubpoor Aided Vernacular School.

The Madhubpoor Vernacular School also is managed by Baboo Joykissen Mookerjee, the people of this quarter hardly admit the necessity of the education given in these Schools, and its existence is entirely to be attributed to the interest this noble minded Zemindar takes in its welfare. The state of the School as regards the improvement of the boys cannot, I regret be said satisfactory. I have earnestly requested the Naib and other Omlahs of the Zemindaree *Dehee* there, to take measures for bettering the condition of an institution in whose maintenance their Master takes so sincere an interest.

Beersingah School.

This (Beersingha) School has been established and entirely supported by the well known Pundit Eshurchundur Biddyasagur. In mere justice to that noble philanthropist, I feel it my duty to observe that he has erected a beautiful Bungalow for the School in a very convenient locality, pays some six or seven

Teachers from his own private resources, the boys are educated *free* and supplied with all sorts of books, and what is still more to be admired, the poorer students about 30 in number, are constantly boarded and lodged in his family mansion and now and then supplied with clothes &c., when considered necessary. Careful Medical attendance is also secured for them, and they are all taken care of as if they were so many members of his family.

Sanscrit is the chief subject of study here, English to the higher and Bengale to the lower classes being taught as supplementary branches. The number of classes in the School is eight, and that of the boys on the list 160, out of which 118 were present, when I visited. In English the 1st and 2nd classes passed a pretty good examination, but their pronunciation appeared defective.

Bengali is not much attended to. I have recommended the introduction of Bengali books of a Scientific character. In Sanscirt they are very clever.

Beersingah Female School.

This Female School also is established through the influence of Biddyasagur. I examined the girls and am happy to observe they are making good progress.

Indigenous Schools.

Indigenous Schools or Patshalas are numerous in my division, and it is very desirable that as many as possible should be encouraged to adopt our mode and course of study. I have visited many, and some of the Gooroomohashays have evinced a desire of joining the Normal School.

Encouragement to the Sancrit Schools in the country is another most important and most useful object the Education Department should have in view, and I would take the liberty most respectfully to recommend the same to your early consideration.

*Return of Public Libraries from 1st May 1858 to 30th April 1859.*

| | Number of persons using the Library during the Quarter ending | | | | | Amount of Subscriptions realized during the Quarter ending | | | | | Number of books borrowed during the Quarter ending | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 31st July 1857. | 31st Oct. 1857. | 31st Jan. 1858 | 30th April 1858. | Total. | 31st July 1857. | 31st Oct. 1857. | 31st Jan. 1858. | 30th April 1858. | Total. | 31st July 1857. | 31st Oct. 1857. | 31st Jan. 1858. | 30th April 1858. | Total. |
| Hooghly, ... | 543 | 496 | 457 | 772 | | 46-0-0 | 49-0-0 | 58-8-0 | 36-12-0 | | 56 | 342 | 243 | 164 | |
| Kishnaghur, | Not opened | | | | | | | | | | | | | | |
| Berhampore, | No returns have been received | | | | | | | | | | | | | | |
| Nattore, ... | 250 | 300 | 230 | 300 | | 36-0-0 | 36-0-0 | 36-0-0 | 36-0-0 | | 424 | 437 | 743 | 462 | |
| Bancoorah, | 38 | 33 | 37 | 26 | | 106-12-0 | 106-5-0 | 143-12-0 | 91-0-0 | | 138 | 175 | 89 | 89 | |
| Burdwan, ... | 78 | 75 | 40 | 50 | | 116-8-0 | 123-0-0 | 86-8-0 | 117-0-0 | | 75 | 100 | 52 | 64 | |
| Beerbhoom, | 40 | 32 | 35 | 48 | | 10-0-0 | 32-8-0 | 20-5-0 | 34-15-0 | | 13 | 15 | 20 | 14 | |
| Bauleah, ... | No returns have been received | | | | | | | | | | | | | | |

I have the honor to be,

Sir,

Your most obedient servant,

E. LODGE,

*Inspector of Schools, South Bengal.*

P. S.—The usual statistical return will be submitted as soon as the information can be obtained from the various Schools.

E. L.

No. 282 of 1859-60.

FROM

THE INSPECTOR OF SCHOOLS,

*North East Bengal and Assam,*

To

CAPTAIN W. N. LEES, L. L. D.,
*Officiating Director,*
*of Public Instruction,*
FORT WILLIAM.

*Dated, Gowahatty,* 13*th June* 1859.

SIR,

I HAVE the honor to submit my report on the educational operations in this Division for the year ending with the 30th of April 1859.

2nd. The work of education in any country, but more particularly so in India, it must be acknowledged, is a slow and an obscure work, hence reports on educational operations cannot always be made interesting. The task of the educationist, is no vulgar one; patent to the public eye, he has the manipulation of details, that the public can but little appreciate and understand,—details which are frequently very minute and not easy to be described, or if described, would prove tedious and unprofitable to the reader;—hence the general results of his work are not often obvious. The essential requisite therefore in him is, a "patient continuance in well doing," for like the silent fermenting of the hidden leaven, or the unobtrusive growth of the

mustard seed to a tree, his work is "not with observation," though it is a leaven which is to pervade and assimilate the entire mass, and a tree, which is to fill the country with its fragrance and its fruits.

3rd. The estimated population of the Districts, comprising the Division under my inspection, amounts, as I took occasion to remark in my last annual report, to 6,956,300 souls. European statists, it appears, assume from the most favorable averages, that "about *eleven thirtieths* of the whole people of any nation may be reckoned as under *fourteen* years of age, and that of this entire population of children *three-sevenths* are of an age to go to school, even when the school-commencing age is fixed at *seven years* complete. With the people of this country, however, the school-commencing age is, in point of fact, not *seven* but *five* years. This would render the proportion of the juvenile population of the school-going age, not *three-sevenths* but about *three-sixths* or one-half." According to this estimate there is in this Division alone a juvenile population of 2,550,636, the half of which gives us 1,275,318 as the number of children of a school-going age.

4th. Our statistics, which include every school of the existence of which we have any information, give us a total in round numbers of 13,300 under tuition, leaving 1,262,000 without school instruction of any kind. But here let it also be observed, that of the adult population of this part of the country, not 3 in 100 are capable of reading and writing. If our premises then are correct—of the entire population of nearly seven millions of souls only 132,169 adults have received some kind of instruction, and 13,300 boys are now under tuition, leaving 1,262,000 children of the school-going age, and 4,405,664 adults wholly uneducated, without a shred of school instruction of any kind or degree.

5th. Here is an expanse of ignorance and degradation frightful to think of. But when, on the other hand, we look at the means at our disposal wherewith to encounter this gigantic evil, the contemplation of the subject becomes painful. At the very best, the means were extremely inadequate for the accomplishment of the object in view, but owing to the exigencies of the times, the Lieutenant Governor of Bengal, in the early part of the year, felt it his duty to notify that measures for the promotion of Vernacular Education should not be any further extended in this Division. The means having been thus withheld, all actual progress has, in consequence, been arrested, and, for a time at least, darkness may continue to prevail and ignorance to hold unmolested sway.

6th. The duties of the Inspecting Staff have, under these circumstances, been chiefly confined, during the year under review, to the adoption of measures for improving existing schools, and by frequent visits and a system of careful supervision over their internal management, to render them as efficient as practicable. The result has, on the whole, been favorable, though it would, as I have already hinted, be difficult to enter into details or to point out what amount of time and labor have been expended on minutiæ, in themselves not very important, but essential in the aggregate for the production of the wished for results. We have not, it is true, been able to promise pecuniary assistance to those desirous of establishing new schools, yet the main object, the spread of education by such means as are available, has been kept steadily in view; and efforts have not been wanting to encourage and to persuade the people to the adoption of measures tending to that end; and though we can point to no very marked instances of success, I think I can with confidence report, that the desire for instruction

is becoming more general, and that the work is progressing silently and steadily.

English Schools.

7th. The number of the *English Schools* has been the same as in the previous year, that is, there are 7 maintained by Government, and 5 that depend partly on private funds and partly on aid from the State for support. The number of pupils attending the Government School at Sylhet, having gradually decreased to 20, orders were received about the middle of April last for the closing of the school, and it has since then ceased to exist. All the English schools, with but one exception, have been visited by me during the year, and though the number of scholars is not increasing, the attendance has, on the whole, been very good, and there is a decided improvement in the efficiency of the schools. I would here make special mention of the Aided Schools in Sylhet and Rungpore, which have had great attention paid them by the Managers, and are fully as efficient as any similar Government Institution.

Anglo Ver. Schools.

8th. There has been a reduction in the number of the *Anglo Vernacular* or *Intermediate Schools* in this Division, attributable chiefly to the disappointment arising from the Government having refused further grants in aid. Schools of this description cost more for their maintenance than ordinary Vernacular ones; and local subscriptions unaided by a grant from Government, are, in most instances, inadequate for their support.

A. V. Schools in Sylhet.

9th. In the District of Sylhet there were 7 at the commencement of the year, of which 2 received aid from Government, *viz.* the schools at Sunamgunge and Hingajiah. The latter has been closed for the last six months of the year, and the

former is just now in a languishing state. The other 5 are also far from being in a satisfactory condition. The services of the Deputy Inspector in this District having been dispensed with in September last, the schools have since then had no efficient superintendence; and the probability is, they will not be able to hold out much longer.

In Mymensing.

10th. In the District of Mymensing there are now 6 schools, of which one, (that at Sherepore,) receives a grant in aid. The grant, amounting to Rupees 28-8, was sanctioned in February 1858, but as the projectors had been under the impression that the grant they had applied for would not be sanctioned, they were not then prepared to entertain a proper establishment for the school. It was only in November, that a portion of the grant was first drawn for, and it was not till the 1st of March, that the establishment was rendered efficient, and the school allowed the full amount of the sanctioned grant. The other schools are situated at Jamalpore, Hybotnugger, Shorarchur, Kagmarry and Soosong. The school at Jamalpore, is maintained partly by local subscriptions and partly by schooling fees—but these do not come in very regularly; and the school suffers in consequence. The school at Shorarchur is also languishing, the people having lost all interest in it, though the projector, Baboo Gunga Govind Roy, has done his best to maintain a good attendance. The school at Kagmarry is doing pretty well, and numbers 65 pupils. The Head Master is an ex-student of the Mymensing English school, and has taken considerable pains with his pupils. The Hybotnugger school is the most popular, and seems to be justly appreciated by the people. It has an attendance of 70 pupils. The school at Soosong has not been more than three months in operation; it is maintained chiefly at the expense of the Soosong

Raja, who contributes 40 Rupees a month towards it. It already numbers 47 pupils.

11th. The only Anglo Vernacular school in Zillah Dinagepore has been closed owing to the inability of the Managers to maintain the school without the assistance they expected from Government.

In Dinagepore.

12th. In Zillah Rungpore we have but two Anglo-Vernacular schools, and both these receive grants in aid. The school at Gopalpore has not been well attended to, owing to the protracted illness and subsequent absence of the Zemindar, who has hitherto been its main support; and his agents have not carried out his wishes; but there has been an improvement in the attendance of late, and I would hope that there is also more care and attention bestowed on it. The other school at Horidebpore is progressing very satisfactorily, and now numbers 67 pupils.

In Rungpore.

13th. An Anglo Vernacular school has lately been established at Gowreepore in the District of Gowalparah, under the auspices of Baboo Pratab Chunder, the Rungamati Buruwa, a rich and influential Zemindar of Pergunnah Jameera. The school at present numbers only 40 pupils, but there is every probability this number will be more than trebled in the course of the year. The establishment maintained by the Buruwa consists of two English Teachers, a Vernacular Pundit, and the requisite servants, and costs 80 Rupees a month. It is very gratifying to find a native Gentleman in his position, interesting himself in the intellectual improvement of his tenantry, and evincing that interest by so liberally supporting a well furnished school. He has it in contemplation also to open a few itinerating libraries in

In Gowalparah.

the most populous parts of his Zemindary, which will I trust give a fresh impetus to the spread of education among his people.

In Cachar.

14th. The only other Anglo Vernacular schools in the Division are in the District of Cachar, which are indebted for their existence to the Superintendent, Captain R. Stewart. There are three at present in operation which contain an aggregate of about 120 boys.

Vernacular School.

15th. I took occasion in my last Annual Report to allude to the high price of food and other necessaries of life, and the consequent inabilty of the peasantry to forego the small assistance they can receive from the tender limbs of their children. In many parts of the Division there has been no improvement since then; articles of food are sold at famine prices, and the wages given for labor so high that the poor are tempted to make the most from the labor they can exact from children yet uninured to toil. Many therefore who might have flocked into our schools are obliged by abject want, to keep aloof, and I believe it is only the growing desire for education, which in many instances has caused parents to make great sacrifices to give their children the benefits of it, that has prevented our schools from being entirely deserted.

Government Vernacular Schools in Bengal.

16th. Of the Government Vernacular Schools in my Bengal Districts there are

| | | | | | | |
|---|---|---|---|---|---|---|
| 9 | in | Zillah | Rungpore | with | 399 | scholars. |
| 8 | „ | „ | Dinagepore | „ | 324 | „ |
| 9 | „ | „ | Bograh | „ | 439 | „ |
| 1 | „ | „ | Mymensing | „ | 147 | „ |

giving an aggregate of 1309 Scholars, or 130 less than there were on the 30th of April 1858. Many of these schools were visited by me during the cold season, and I was gratified to find marked improvement in them all. The boys were orderly and well behaved, the Masters attentive, and apparently interested in their work; and the progress their pupils had made was very satisfactory.

Ditto in Assam.

17th. Schools established on much the same plan, exist at the Sudder Stations of the Districts in Assam; *viz*: at Gowhati, Tezpore, Nowgong, Sibsagor and Dibroogor. The school at Gowhati numbers 203 pupils, is much appreciated throughout the District, and is in a very efficient state, reflecting the greatest credit on the Local Committee at the Station, who have given as much of their time and attention to the Vernacular as to the English school. The others are not doing so well as they might. The school at Sibsagor numbering only 24 scholars.

Assam Village Schools.

18th. I regret I cannot say much in favor of the Government Village schools in Assam. The attendance at them has not been so much affected by the excessive rise in the price of food as I had anticipated, but, with the very low remuneration allowed for the Teachers, little or no improvement has been made in the efficiency of the schools. They serve the purpose of imparting a knowledge of the arts of reading and writing, and, so far, are useful to the peasantry of the country, but are capable of doing little else. The aggregate number of boys under tuition in these schools was about 2,575, which, compared with the number in the previous year, shews a decrease of about 225.

19th. A proposition was lately made for imposing a school cess, something similar to that levied in the North

Western Provinces, with the view of extending and improving the means of education in Assam, and a report on the subject was submitted at the close of February last, in which an attempt was made to show that the plan was perfectly feasible, and that, if it lead to the abolition of all schooling fees, a cess of one per cent on the Jumma, would even in a pecuniary point of view, prove of advantage to the people. I look forward with great anxiety to the decision of the Government on the subject, as I feel persuaded it affords the least objectionable means for raising a fund adequate to meet the educational wants of the people.

Aided Schools.

20th. Five Vernacular schools, in the District of Sibsagor that have been in the receipt of Grants in aid, have been closed during the year under report, and the grants are now in abeyance. Circumstances connected in some measure with the late rebellion, seriously affected all the schools in this District, and the removal of the active Deputy Inspector from his appoinment gave the finishing stroke to all the schools not actually supported by Government. The aided schools in the other parts of the Division continue to make satisfactory progress. Of these there are

| | | | | |
|---|---|---|---|---|
| 10 | in the Khasia hill, with an aggregate of | | 132 | scholars |
| 10 | among the Kachare population in | Durrung, | 170 | „ |
| 2 | in Zillah | Rungpore, ... ... ... | 68 | „ |
| 4 | „ „ | Mymensing, ... ... ... | 136 | „ |
| 3 | „ „ | Dinagepore, ... ... ... | 118 | „ |

Subsidized Schools.

21st. The subsidy system, which has been adopted in Assam continues to work very favorably. We cannot of course expect that the instruction conveyed in these subsidized schools is of any high order, nor ought we even to rank them with the ordinary village schools maintained by

Government. They are, nevertheless, useful institutions, though very unpretending in their character; and it is to be hoped, will in the course of time lead to the establishment of others better deserving the name. There are now 2 in Zillah Gowalparah with an aggregate of 204 pupils.

| | | | |
|---|---|---|---|
| 14 | Kamroop, ... ... ... | 824 | „ |
| 2 | Durrung, ... ... ... | 95 | „ |
| 2 | Nowgong, ... ... ... | 90 | „ |
| | | 1,213 | |

Indigenous Schools.

22nd. Under this denomination come all the small Vernacular schools which receive no aid of any kind from Government and are maintained exclusively by the laboring classes. These it has ever been our object to visit, and encourage as much as possible. They meet the present wants of the classes by whom they are supported, and our endeavor has been by the introduction of suitable class books and an improved system of tuition to improve their general efficiency, and make them more valuable instruments in the extension of education.

23rd. The Districts in which we have been most successful in the encouragement of these schools are Mymensing and Dinagepore. In the former there are 46 with an aggregate of 1,066 pupils under tuition, and in the latter 17, numbering 470 pupils. Three of those in Mymensing and two in Dinagepore are now of a superior order and are capable of imparting instruction equal to that given in our Government Vernacular schools. They number from 60 to 80 pupils each, and like the rest are all self-supporting, except the one at Ramgopalpore in Zillah Mymensing, which has been taken under the patronage of that enlightened

Zemindar, Baboo Kashi Kishore Roy, who at his own expense maintains three Masters for it at a monthly cost of 40 Rupees.

Besides these there are,

| | | | | | |
|---|---|---|---|---|---|
| 5 schools in Zillah | | Bograh | numbering | 219 | boys, |
| 3 | „ | „ Rungpore, | „ | 160 | „ |
| 3 | „ | „ Kamroop, | „ | 80 | „ |
| 8 | „ | „ Goalparah, | „ | 155 | „ |

all under our inspection, and in course of improvement.

Public Libraries.

24th. Regarding other means for the spread of education, independent of schools, I regret I have no very favorable report to make. The Public Libraries at the Stations of Sylhet, Mymensing and Serajgung, have been closed for want of subscribers. Those at Gowhati, Goalparah, and Rungpore, are seldom resorted to, and at Dinagepore there is no Public Library. The Library at Bograh, is the only one in the Division that has been tolerably well kept up. It has 31 subscribers, among whom 624 Volumes have been read during the year. The Deputy Inspector in Mymensing,

Book Clubs.

I am happy to report, has endeavoured steadily to carry out his plan for the formation of small Book clubs in connection with the larger schools in the Mofussils and with the Courts of the Zemindars and Moonsiffs. Fourteen of these are now in operation, with an aggregate of 553 subscribers, whose subscriptions make up a total of Rupees 82-8 per mensem.

The "Education Gazette."

25th. The circulation of the "Education Gazette" has not improved much during the year. I know of only two new subscribers in Dinagepore and 8 in Mymensing. Many more in the Mofussil might perhaps subscribe were the

Thannah Daks more trustworthy and less irregular than they are.

Sale of Books.

26th. The Deputy Inspectors in Mymensing, Dinagepore and Rungpore are Agents for the sale of the Calcutta School Book Society's publications, but they have not been able to do much in effecting sales during the year under report. The Deputy Inspector in Mymensing has realized Rupees 301-5-6 by the sale of books and the Deputy Inspector in Dinagepore, who has had supplies from other sources also, has realized Rupees 689-5.

Presses.

27th. The only Printing Press in this Division is one connected with the American Baptist Mission at Sibsagor. Besides religious tracts and portions of the Scriptures, it issues a monthly Newspaper in the colloquial dialect of the Assamese, the subscriptions to which, though fixed at the low rate of a Rupee a year, are not sufficient to meet the expenses of publication owing to the paucity of subscribers.

Notification of July 1855.

28th. The cause of Education, I regret to notice, has had but little encouragement as yet from the carrying out of the orders of Government, dated the 3rd of September last, for giving effect to the Notification of July 1855, regarding the employment of educated persons. The only instances brought to my notice, have occurred in the District of Dinagepore, where the Judge appointed three Khas Ameens on a monthly salary of 50 Rupees each, and the Moonsiff of Thakoorgong selected a Mohurir, in accordance with those rules.

29th. The Native gentlemen whom I would beg particularly to bring to notice for the assistance they have rendered the Department, are Baboo Protab Chunder Buruwa, of

Rungamati, in Zillah Gowalparah, who contributes a monthly sum of 80 Rupees for the support of an Anglo Vernacular school at Gowreepore; Baboo Kali Chunder Chowdry, of Mymensing, to whose father we were indebted for the Bungalow in which the Government Vernacular school at the Sudder Station has hitherto been held, and who has lately purchased the building used for the Library, and enlarged it at a cost of 1,600 Rupees for the accommodation of the school; Baboo Kashee Kishore Roy and Govind Coomar Chowdry also of Mymensing; and in Dinagepore Baboo Rajkisen Dutt, Moonsiff of Chintamon, and Baboo Satkori Deb, Moonsiff of Thakoorgoon.

Deputy Inspectors.

30th. The Deputy Inspectors in the Division have all given great satisfaction by the manner in which they have continued to conduct their duties, but Baboo Horo Chunder Banerjee, of Dinagepore, Baboo Bykoont Nath Sein, of Mymensing, and Baboo Utsobanund Gosain, at present of Lower Assam, are particularly deserving of my thanks.

31st. In compliance with the directions conveyed in Circular letters dated the 30th of April 1858, I have the honor in conclusion, to submit a Statement shewing the expenditure sanctioned by this office from the surplus schooling fees and fines at credit of the several Schools.

I have the honor to be,

Sir,

Your most obedient Servant,

W. ROBINSON,

*Inspector of Schools.*

*Statement shewing the expenditure debitable to surplus Schooling Fees sanctioned by this Office, during the Year* 1858-59.

| Schools. | Object for which expenditure was sanctioned. | Amount. | | | Date. | Amount at Credit when the expenditure was sanctioned. | | | Remarks. |
|---|---|---|---|---|---|---|---|---|---|
| 3 Government Vernacular Model Schools in Zillah Dinagepore, ..... | For Prizes, ..... | 97 | 11 | 0 | 3rd June 1858, ... | 138 | 9 | 0 | |
| | For Mats, ..... | 11 | 0 | 0 | | | | | |
| 1 Government Vernacular School at Mymensing, | Award to Janokey Churn Bose, Head Master, ... | 150 | 0 | 0 | 1st May 1858,..... | 455 | 3 | 0 | |
| | Ditto to Govind Churn Gooho, 2nd Master, ... | 50 | 0 | 0 | | | | | |
| 2 Ditto, ..... .... | For the purchase of Furniture, ..... | 54 | 4 | 0 | 11th May 1858, ... | 255 | 3 | 0 | |
| Government Vernacular Model Schools in Zillah Bograh, | | | | | | | | | |
| Viz. Chanchitora, ..... | For the purchase of Maps, | 4 | 0 | 0 | 28th August 1858,.. | 68 | 12 | 3 | |
| Namja, ..... ..... | Ditto, ..... | 2 | 0 | 0 | | 48 | 7 | 0 | |
| Sherepore, ..... .... | Ditto, ... ..... | 2 | 0 | 0 | | 101 | 12 | 6 | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Sudder Vernacular School, at Sibsagor, ..... | Towards the formation of a Vernacular Library, | 139 | 2 | 9 | 7th September 1858, | 168 | 7 | 0 | |
| Government Vernacular Model Schools in Bograh, | For the purchase of Prizes, | 115 | 0 | 0 | 16th September 1858, | 533 | 4 | 9 | |
| Sudder Vernacular School at Gowhati, ..... ..... | For the purchase of a new Tuktaposh and repairs to old ones, ..... ... | 13 | 0 | 0 | 14th December 1858, | 143 | 1 | 4 | |
| Gowhatty English School, | For the purchase of a Book case, ..... ... | 50 | 0 | 0 | 15th December 1858, | 310 | 8 | 2 | |
| Mymensing English School, | For the erection of a Gymnasium and purchase of Bats, Balls, &c., | 250 | 0 | 0 | 25th January 1859,... | 632 | 4 | 0 | |
| Sudder Vernacular School at Gowhati, ..... | For Prizes, ..... | 80 | 0 | 0 | 21st April 1859, ..... | 177 | 12 | 4 | |
| Gowhatty English School, | For the purchase of a set of Mathematical Boards, | 120 | 0 | 0 | 28th April 1859, ... | 298 | 13 | 1 | |
| Ditto,..... | To meet the Balance against the School for Prize Books supplied in April 1858, ..... | 12 | 0 | 0 | | | | | |

W. ROBINSON,

*Inspector of Schools,*
*N. E. Bengal and Assam.*

## No. 277.

FROM

THE INSPECTOR OF SCHOOLS,

*South West Bengal,*

TO

THE DIRECTOR OF PUBLIC INSTRUCTION,

*Dated, Cuttack, the 1st July 1859.*

SIR,

IN accordance with the directions, contained in your Circular, dated the 3rd February, 1858, I have the honor to submit my Report on the educational operations in my division, for the year ending the 30th April last, together with the statistical returns of the Government and Aided English and Vernacular Schools.

2. The subjoined statement shews the nature, number, and distribution of the Schools under the inspection of Government in my division, and also the number of pupils on the rolls at the close of April last.

| DISTRICTS. | Zillah Schools. | Number of pupils | Govt Anglo Vernacular Schools. | Number of pupils | Model Schools | Number of pupils. | Govt. Ver. Schools | Number of pupils. | Aided Anglo Vernacular Schools. | Number of pupils. | Aided Vernacular Schools | Number of pupils. | Total number of Schools. | Total number of pupils. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Midnapore, ... | 1 | 158 | 0 | 0 | 4 | 282 | 1 | 120 | 2 | 222 | 7 | 432 | 15 | 1214 |
| Cuttack, ..... | 1 | 103 | 0 | 0 | 0 | 0 | 10 | 238 | 0 | 0 | 3 | 112 | 14 | 453 |
| Balasore, ..... | 1 | 76 | 0 | 0 | 0 | 0 | 2 | 62 | 1 | 41 | 2 | 65 | 6 | 244 |
| Pooree, ..... | 1 | 84 | 0 | 0 | 0 | 0 | 6 | 210 | 0 | 0 | 2 | 55 | 9 | 349 |
| Sumbulpore, .. | 0 | 0 | 1 | 55 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 55 |
| Total, ... | 4 | 421 | 1 | 55 | 4 | 282 | 19 | 630 | 3 | 263 | 14 | 664 | 45 | 2315 |

If to these are added 543 pupils in 19 Gurumahashaya Schools under improvement in Midnapore, the total number of students, receiving instruction under the superintendence of Government, is 2,858.

**Zillah Schools.**
**Efficiency of Zillah Schools.**

3. From my visits to the Zillah Schools in my division, during the past year I can state, that they all have improved, and some considerably. The increasing efficiency of those Schools is chiefly attributable to the greater number of qualified Teachers, to their better acquaintance with their duties, and to the measures of Government, by which Schools are more systematically connected with each other.

**Qualified Teachers.**

4. We have now a greater number of educated young men than before whose attainments have been tested by a comparatively high standard, and in consequence of qualified candidates for Teacherships. Though there is as yet no training School for English Teachers, still the Teachership examinations make it incumbent on candidates not merely to gain a certain amount of knowledge but to turn their attention to the practical part of education, being required to know the art of teaching and to be able to teach accordingly. Thus they are compelled to study books on education, by which they acquire more elevated views of their profession, comprehend education as a moral and intellectual training, and become acquainted with the various methods of instruction.

5. The Teachers are also now more efficient by being required to have a competent knowledge of their native language, enabling them to explain any difficulties through its medium, of which, not many years ago—only a few Teachers were capable. The facility, however, to explain by the Ver-

nacular, must partly be ascribed to the advancement of the native languages, into which technical terms relative to Geography, Natural Science, etc. have only of late been introduced.

**Head Masters.**

6. To this may be added that many of the Head Masters use their best endeavours to interest their fellow-laborers in their common work. Thus the Head Masters of the Midnapore, Cuttack and Pooree Schools have introduced meetings for discussion on educational and literary subjects, in which the other Teachers and the pupils of the first class take a share.

**Want of an English Normal School.**

7. Notwithstanding the greater efficiency of the Teachers the want of an English Normal School is constantly felt. The majority of the Teachers are deficient in the method of instruction. Not having been trained systematically, they do not understand how to develope simultaneously the faculties of observation, combination, memory, reflection and judgment; it is generally to memory that their efforts are directed, and even the most talented Teacher needs example, practice, and self-confidence.

**Connection of Educational Institutions amongst themselves.**

8. Under the more systematic plan, connecting the whole Education Department, I understand especially scholarships and University Entrance examinations and examinations for diplomas, by which the humblest village School through all intermediate institutions is connected with the University.

**University Diplomas.**

9. Though the University is at present rather a body of Examiners than a Universitas Scientiarum ac Literarum, yet the foundation is laid for an institution exhibiting the present state

of scientific and literary research, and offering an aim to all aspirations by its diplomas.

**Library and Prize books.**

10. The new arrangement that the Library and Prize books be procured by the local Committees and the Inspectors, in the place of the Book Agent, has answered well. The local Committees were enabled thereby to obtain the books direct from book-sellers who thought it worth their while to supply the books without delay, so that they were received within the authorized time; thus the whole, or nearly the whole, allowances were expended in all the Schools, and the Libraries have thereby considerably increased.

**Teaching according to subjects.**

11. In the Cuttack and Pooree Schools, the Masters, instead of teaching each his own class have, at my suggestion, adopted the plan to instruct according to subjects; and divided amongst themselves the subjects for which they are best qualified. In the Pooree School the measure has been followed up only in the first two classes, in Cuttack throughout the whole School. Not to mention the advantage derived from saving time; as the Masters are frequently able to teach two Classes together, for instance in History or Geography, it has decidedly benefited the instruction, as all the Masters are more proficient in some subjects than in others.

**Midnapore.**

12. This School is in a very efficient state, having seven classes with seven Teachers, beside the Pundit, the number required for a flourishing Zillah School. The Head Master has continued to discharge his duties with the same zeal and ability as before, and has been well supported in his exertions by the other Teachers. The appointment of a Pundit to teach the

Bengali has answered my expectation. The attainments of all the students in their mother tongue have greatly improved, and I observed with pleasure that the students of the first class take a lively interest in mastering the difficulties of the Vernacular. The Pundit is a good Scholar, and exact and ready in his instruction; in fact, he is one of the best Vernacular Teachers in my division. Out of eleven candidates who came forward for the University entrance examination, four have passed.

The Committee resolved on raising at the commencement of the new session the fees of the two highest classes from one rupee respectively to rupees two and one eight, to be paid by the pupils who entered those classes on or after the first of April last. Notwithstanding the raising of the fee the popularity of the School has increased; for at the last meeting of the Committee (in March last) thirty new boys were admitted.

**Balasore.**

13. The School having exceeded its annual expenditure by Rupees 220, owing to the belief of the Committee that the annual assignment was Rupees 3,240, instead of Rupees 3,000, the Salary of the Head Master was reduced from Rupees 150 to Rupees 100, as he declined to be transferred to Bograh on a salary of rupees 150. He was, however, appointed in December last to be Head Master of the Bancoorah School.

**Change of Masters.**

In consequence of his transfer, of the delay of two months before the new Head Master joined his appointment, and of the frequent changes of the other Teachers, the School has not much advanced. The annual examination was, on the whole, not satisfactory. The Committee think, that this result is to be ascribed to the insufficient staff, there being only four Teachers for five classes, so that the Head Master has to teach

the two sections of the first class and the second Teacher the second and the fifth classes; but as the number of students does not exceed 76, so that the average number of pupils taught by one Master is nineteen, and as there is a Pundit, arrangements can, in my opinion, be made for the proper instruction of each class.

**Appointment of a Surveying Master.**

14. At the suggestion of Mr. Schalch, the Collector of Balasore, a Master has been appointed in February last to teach surveying, on a Salary of Rupees (20) twenty per mensem. Besides the first two classes of the School, he has an extra class, consisting of young men in Government employ. The class has a double object, to train youths for the survey, and to enable pupils to obtain appointments after quitting the School. There can be no doubt as to the usefulness of the plan; the class, however, has been too short a time in existence to form an opinion about its success.

The Committee recommended also, at the request of the Head Master, that the School be furnished with a gallery, and measures have been taken for carrying this into effect.

**Increase of the Schooling fees.**

15. The schooling fees have been increased from 8 annas to one Rupee without affecting the number of pupils; there being 76 on the rolls on the 1st of April last, instead of 78 in April 1858.

**Cuttack.**

16. The Cuttack School is one of the most advanced and best conducted in my Division, owing to the unremitting exertions of its able Secretary, Mr. Heeley, and of the Head Master, who is wholly devoted to his calling. The first class especially has made great progress, and from my own examinations I was confident, that several students would pass the University

Entrance Examination. It is, therefore, a matter of great regret to me that they should have lost the reward for a whole year's labor by using unfair means to pass that examination, and thus have brought discredit on the School. As to the fact, that such means were used, there can be no doubt from the report of the Examiners on the examination-papers, but as to the mode in which the deceit was effected, nothing has become known; for even the most minute investigation of the Secretary and myself failed in throwing any light on the subject. Strict measures will, of course, be taken by the Local Committee to guard against such practices in future.

Pooree.

17. The progress of the School has been creditable, and all the Masters have done their duties to my satisfaction. Since the appointment of a Pundit in June 1858, to teach Oryah, the pupils have greatly improved in their knowledge of the Vernacular. None of the students came forward for the University Entrance Examination, two of the six best students having left the School on obtaining appointments, and the four others having been absent on sick-leave for more than six months. The average attendance, 59 out of 80 boys, is not so unsatisfactory as it appears at first sight. Hindoo festivals are very numerous in Pooree, and as the School could not be closed on all of them, it was but thinly attended, when open on such days. It is, however, expected that the alteration in the holidays, lately made in accordance with the local wants, will remedy the evil. The disinclination which the inhabitants of Pooree evince to English education is strikingly illustrated by the fact, that of 80 boys there are hardly four whose parents are not in Government employ, but there are at least some symptoms visible for a change to the better, as at a meeting

of the Local Committee in May last, which I attended, three sons of Pandas (priests of the Juggernath temple) presented themselves for admission.

**Anglo Vernacular Schools.**

**Sumbulpore.**

18. The Secretary states in his Annual Report, that the School in consequence of its conversion from a Zillah into an intermediate School and of the introduction of the pay system, has been lowered in the estimation of the people, and is less numerously attended than before. This must be a mis-apprehension, for the number of pupils has increased from 46 to 55 since the introduction of the pay system, a result quite unexpected from the known antipathy of the inhabitants to education. The progress of the School has been indeed not satisfactory, apparently from the incompetency of some of the Teachers, and from the small number of European residents who take an active interest in the School. On this account I regret that I could not proceed this year to Sumbulpore, for to see this single School would have occupied three weeks, which I could not spare from my visits to other Schools during the cold season.

**Aided Anglo Vernacular Schools.**

**Tumlook.**

**Change of Masters.**

19. I examined the School, both the English and Vernacular Departments, on the 29th and 30th November last, and found that the English Department had done well; less so the Vernacular. Since that time however, the progress of the School has been very slow, in consequence of the frequent change of the Masters. The whole instructive staff has been renewed, and the School was for a long time, placed under Teachers who were not up to their duties.

The change of the Masters was the result of the reduction of their salaries. The Subscriptions of the School

having fallen off by the departure of one of the Subscribers, I was obliged to recommend the reduction of the grant, and accordingly of the salaries of the Teachers. On this, all the Masters, except the Pundit, resigned their appointments.

Reduction of the Grant.

The grant has been reduced from Rupees 82 to Rupees 70, a sum just sufficient to keep the School within the limits of efficiency, the pay of the Head Master being Rupees 50, at which rate it is difficult to obtain the services of a good Head Master in a station like Tumlook, which is considered unhealthy for at least four months in the year.

The Local Committee is anxious that the School should be continued, but takes no active share in its management, as none of its Members has visited the School for the last six months.

Contai.

20. On my visit in January last, I found the School in a prosperous state. English is well attended to, except in the lowest class. Pronunciation, reading and explanation were good; some of the students of the first class were indeed unable to pronounce several letters well, but they had already a bad pronunciation on entering the School. Arithmetic and Geometry were taught well. The boys of the first two classes had a good knowledge of geography, and I was pleased with their skill in map drawing. This proficiency is the more creditable, as the School possesses only a map of India on a large scale; all the other maps were copied from a small atlas under the directions of the Head Master. The Head Master of the School is an intelligent, zealous and active man, and the progress which the School has made is owing to his exertions.

The School-house, a substantial building, was not quite finished, when I visited the station. There was also a want of furniture and maps; this, I have since remedied by directing that the surplus from the Schooling fees be expended for finishing the house and purchasing furniture.

**Bhuddruck.**

21. I regret I cannot speak of the zeal of the people for the maintenance of the School as favorably as on former occasions. The subscriptions are now collected with much difficulty, and I am afraid, that several of the subscribers will soon withdraw altogether their contributions. The Secretary continues to discharge his duties faithfully, and the new Deputy Magistrate, Mr. Deare, has given his best support to the School. The progress of the classes has been fair, but not so rapid as its commencement seemed to promise, owing chiefly to the want of maps, of black-boards, and of class-books. Since then an agency of the Calcutta School-book Society has been established in Bhuddruck, and I trust the supply of books will be in future more regular.

The Head Master, Mr. Thomas, passed in March last the superior Teachership Examination of the third grade.

The house in which the School is held at present does not afford sufficient accommodation to the classes; the new School-house, however, which is in course of erection, is spacious and substantial, and has at the same time the advantage to be in a central situation, so that an increase of pupils is expected, as soon as it is completed.

**Grants in aid.**

22. At the commencement of the period under review three applications for Grants in aid from places, named in the margin,* were sanctioned by Government, and the Schools have since been opened.

* 1. Anglo Vernacular School at Bhuddruck in Balasore.
2. Vernacular School at Soonhat in Balasore.

3. Vernacular School at Anti in Pooree.

23. The inhabitants of Gurbetta, Anundpore and Khurkoosamah, took up the grants, sanctioned in the preceding year; but the School at Khurkoosamah did not succeed, and was closed again 5½ months after it had been opened. I was also obliged to recommend the annulment of the grant for the Vernacular School at Hayrah, as the inhabitants discontinued to pay their subscriptions.

On the falling off of the subscriptions to the Anglo Vernacular School at Tumlook, and to the Vernacular Schools at Aloogram in Midnapore and at Balasore, a proportionate reduction was made in the grants of those Schools.

Model Schools.

24. In October last, I took charge of four Model Schools at Midnapore, and on my tour of inspection, I found them in a satisfactory condition, with the exception of the School at Gopalnagur. The inefficient state of the latter is to be ascribed to the utter indifference of the inhabitants to education. The attendance of the pupils was very irregular, and all the measures for improving it, were of no avail,—so that I was at last obliged to recommend the removal of the School to another place.

Teachers of Model Schools.

25. The Teachers of the Model Schools are, on the whole, well selected, and the progress of the pupils has been rapid.

Course of study.

Beside the subjects taught in other Vernacular Schools, the students of the first and second classes learn Sanscrit, and the progress they had made surpassed my expectation. They read the Sanscrit Readers, published by Pundit Iswarchunder, with great fluency, explained well and had a fair knowledge of Sanscrit grammar, especially the students of the Basoodeb-

pore School, which of all the Schools in my Division, save the Government Vernacular School at Midnapore, has farthest advanced.

**Defects of the Model Schools.**

26. The following are the defects which I observed in the Model Schools.-

**Want of uniformity in the course of study.**

1. The course of study was not uniform, and probably selected in accordance with local wishes.

**Neglect of Arithmetic and Geography.**

2. Too much attention had been paid to literature, while Arithmetic and Geography were neglected. This was very obvious in the Scholarship Examination in April last, where the students of the Model Schools obtained a comparatively small number of marks in those subjects.

A uniform course of study has since been introduced, and the Masters have been directed to attend to Arithmetic and Geography as carefully as to literature.

**Increase of instructive Staff.**

27. 3.—In all the Schools the instructive staff has been increased, before there was an actual necessity, and the surplus of the Schooling fees was in consequence expended for the Assistant Teachers' salaries, instead of purchasing furniture, black-boards, maps and books.

**Selection of unsuitable places.**

28. 4.—The injudicious selection of most of the places for the Model Schools; thus Malancha, Gopalnagur and Protappore, are unsuitable places. The consequence has been, that two of them have been removed, and much time and labor thereby lost to no purpose. Model Schools should, in my opinion, be established only in populous places, where a sufficient number of pupils, regularly attending the School, can be secured, and where the number of pupils does not

depend upon the changeable interest which a few of the inhabitants may take in the School.

**School-houses.**

29. 5.—None of the School-houses, except the one at Jonardunpore, offers sufficient accommodation to the pupils, and even this one is left without doors and windows. The cause of this is that the inhabitants never fulfil their engagements. They subscribe readily enough to build a School-house, before the school is established, but as soon as it is opened, few can be induced to pay their subscriptions.

**Causes of the superiority of Model Schools.**

30. Notwithstanding those defects, the Model Schools are much superior to any of my aided schools; this, however, is not surprising, as Rupees 50, the sum assigned to their monthly expenditure, is a liberal provision, while an aided school can rarely spend half as much. The instructive staff in the Model Schools is not only more complete, but the Masters, being regularly paid, and not depending on the whims of the Managers, work with greater zeal and confidence than Teachers in aided schools. On account of their expensiveness, those Schools cannot be considered as Models, in the sense that they should be imitated by other schools regarding the number and salaries of the Teachers; but I hope they will be soon Model Schools in so far as they present in the mode of their management, discipline, and instruction a norm, which should be carried out in all other Vernacular schools.

**Government Vernacular School at Midnapore.**

31. The Government Vernacular School at Midnapore, is one of the hundred Vernacular schools established under Lord Hardinge. It is the only one of this class in my Division that has been thriving. It numbers 120 pupils, paying a fee of 4 annas each. It has an

adequate staff of Teachers, four for four classes, and enjoys, moreover, the advantage of being properly supplied with school-furniture and maps. In fact, it is the most flourishing Vernacular school in my Division, and it owes its success less to the amount of its assignment than to its being established at the Sudder Station, where it has been to a certain degree under constant inspection. The school has nearly attained the standard of a second class Zillah school, and it would not be difficult to bring it to the level of a first class Zillah school; but this appears to me unadvisable; the pupils would be raised thereby above their prospects in life, as they could not enter the University, nor obtain the same appointments as students who have gone through a Zillah school.

**Students who passed the inferior Teachership Examination.**

32. Of five students who came forward as candidates for inferior teacherships, at the Examination held by me in January last, three passed, and six pupils obtained scholarships, tenable at the Midnapore English and the Hooghly Normal Schools.

I have every reason to believe, that the future progress of the school will be yet more marked than before, as a Local Committee has been appointed, consisting of native gentlemen, who take a decided interest in education, and who, by their position as well as by their acquirements, are able to exercise a beneficial influence on its prospects.

**Grant in Aid Schools.**

33. Notwithstanding the many obstacles to the prosperity of an aided school, those schools at Midnapore have improved. Students of the Morakata Bhobanipore, Bhobanipore, and Aloogram Schools, gained scholarships, and a student of the latter the highest number of marks amongst all the candidates.

**Obstacles to their prosperity.**

34. The obstacles, just referred to, are of a serious nature.

**Want of suitable School-houses.**

(1.) None of those schools has a proper building; the schools are generally held in slight temporary sheds, called Ahtchalahs which consist of a roof, resting on poles, so that they are exposed to all the inclemencies of the seasons. In some places the inhabitants have commenced, it is true, the building of a school-house, but have in no instance finished it.

**Want of furniture, &c.**

35. (2.)—None of the Schools have maps, furniture, &c., and all my endeavours to procure the same for them have been of no avail. After the order from the Court of Directors, prohibiting any new expenditure in the Education Department, no assistance could be expected from Government. My proposal to provide maps, furniture, &c., out of the monthly allowance of Rupees 37½, intended for giving rewards to Gurumahashayas and pupils of Pathshalas, which, not having been available for a year, had accumulated to about 500 Rupees, was not sanctioned, on the ground that the fund should be expended only for its original purpose. The Managers themselves are without exception averse from paying the smallest sum on account of this or any other object. They invariably declared in my presence their readiness to purchase all that was required, but never did so.

**Decrease of Subscriptions.**

36. (3.)—The falling off of the subscriptions.

**Irregular payment of Teachers.**

(4.) The irregular payment of the Pundits. I have not the least doubt that the Managers of aided schools pay only a fraction of the subscriptions, and that the Pundits must frequently be satisfied with the Government grant and with the little they may receive from fees. I have not been able to

guard against this nuisance. The Pundits sign the receipts of their salary, whether they have received it or not, and no representations will induce them to decline their signature, as they are afraid of the consequences of such a step. This has the most baneful influence on the prosperity of the schools, as the Teachers by such a treatment lose all interest in their work for controlling the schools.

**Local Committees.**

37. (5.)—The utter uselessness of Local Committees in places, where there is no civil station. They are only fit for collecting the monthly subscriptions; but this gives them again an undue power over the Teachers. Consisting generally of ignorant and bigoted men, the Managers endeavour to force their own views on the Pundits.

**Want of Libraries.**

38. The want of a small library. A Teacher, coming from a normal school, is generally animated by a laudable zeal to do his duties well, and to improve himself; but he is placed in the midst of an ignorant and superstitious population, which, moreover, is frequently not favorably disposed to the school. There is none whom he could ask for advice and assistance, or with whom he could exchange his thoughts. In such a situation a supply of books is the only means by which he can keep up and improve his knowledge. Without it, he gradually loses not only his former learning, but gets dull and negligent in his calling. As long as the supply of furniture, books, &c., is left to the Local Committees, nothing will be done. Assistance can only come from Government, and as Government are expending a considerable sum for those Schools, it would be expedient to give in addition a special grant of about 60 Rupees to all of them, by which small outlay their efficiency would be more than doubled.

It was originally intended, I believe, that each School should receive a grant of this kind in lieu of the house which the inhabitants were required to erect at their own expense, but in a few instances only such grants were made.

**Calcutta Bengali Education Gazette.**

39. Beside a small stock of books, every School ought to receive at the expense of Government a copy of the Bengali Education Gazette, published in Calcutta. The information given in it on the measures of Government for the spread and improvement of education, would raise the Teacher from his isolated position, and he would receive a more elevated view of his calling by considering himself as a member of a large body, employed for one of the most important duties of mankind.

**Gurumahashaya's Schools under improvement.**

40. There are at present 18 of such Schools, all in the town of Midnapore, attended by 543 pupils; 36 of them are girls of respectable families, their parents having no objection to their receiving instruction together with boys under the control of Gurumahashayas, whom they know, and who generally live in the neighbourhood of the parents' houses.

**Expenditure for Gurumahashays' Schools.**

41. The total expense, incurred during the last year on account of the Pathshalas is Rupees 401-1-6, viz., Rupees 158 for the first and 243-1-6 for the last six months. The nature of the latter expenditure is noted in the margin.

| | | | |
|---|---|---|---|
| Rewards to Gurumahashayas, ... | 199 | 15 | 0 |
| Ditto to Pupils, ..... | 11 | 4 | 0 |
| Books, lent to the Schools for the use of the pupils, ..... | 31 | 14 | 6 |
| Rupees, ... | 243 | 1 | 6 |

42. On my examining those Schools, I was agreeably surprised at the pro-

gress they had made. They were all divided into classes, and the pupils of the higher classes read fluently, and, considering the ordinary acquirements of Gurumahashayas, explained remarkably well. They had commenced grammar, and worked with facility any examples in the rule of three. Both Teachers and pupils had studied to good purpose, the rewards, which they are expecting, having stimulated them to unusual energy. The girls had generally distanced the boys of the same age, and I was highly gratified at their intelligent answers and their readiness in explaining.

43. In fact, the rewards appear to have created an enthusiasm for improved education among the indigenous Teachers, and many more of them have been anxious that their schools should be placed under Government inspection, but the whole allowance of Rupees 37½, sanctioned by Government, being consumed by the Schools at present under improvement, their applications could not be acceded to.

44. From the results I have witnessed, I am induced to believe, that the measure of granting rewards to Gurumahashayas will succeed also in the Mofussil; the certain reward has a most quickening influence upon Gurumahashayas as well as on their pupils. The latter take frequently greater pains than students in Government Schools, and would advance yet more rapidly if the Teachers were better qualified. No measure, in fact, except compulsion, would contribute so much to the real diffusion of popular education like this. No School need to be established, no school-house to be built; we find every thing ready, and can at once commence operations. Rewards and books would be the powerful levers to set all classes in motion, and though it could not be expected that these schools should be as good as Government Vernacular Schools, still the

education imparted by them would be infinitely superior to that of the unimproved Gurumahashaya Schools, and do much for the moral and intellectual improvement of the masses.

**Vernacular Education in Cuttack.**

45. There are 25 Vernacular Schools in Cuttack under the inspection of Government. Except Auti, established only in January last, I have seen them all, and am glad I can bear testimony to their progress. Beside Oriya, Bengali is taught in most of them as a language, and the other subjects of instruction are Arithmetic and Geography. The greatest obstacle to the prosperity of those Schools is the want of well-trained Teachers. Most of the Pundits at present appointed visited for a short time the Normal Class of my late Deputy Inspector for Pooree, Baboo Koilaschunder; but the instruction, from his frequent absence from the station and his other engagements, was necessarily incomplete; they could, moreover, not acquire experience in teaching. As there is not yet a Normal School in Orissa for training Teachers, and no Pundit willing to come from Bengal on the salary which I could offer him, I was obliged to use the material which I found here. Almost all the Pundits, appointed to my Schools, are ex-students of Tols, a class of Schools, becoming gradually extinct in this Province. As regards language, some of them are pretty proficient, but in Arithmetic and Geography their knowledge was at first very limited. They were appointed under the condition, that they should study those subjects thoroughly and eventually pass an examination in them; they have since, however slowly, improved. I found all of them utterly ignorant of the art of teaching, without any experience in the management of a School or of even a class, and helpless in maintaining discipline. All those defects were pointed

out to them by myself as well as by the Deputy Inspectors, and as a short periodical visit is of little use for mending deep-rooted habits, I have directed my Deputy Inspectors on their tours of inspection to remain for some time in one and the same School for the purpose of instructing the Teachers in their duties and satisfying themselves that the School is actually conducted in accordance with the Rules laid down by me on this subject. By this measure, I hope gradually to improve the instruction of the Schools. I have tried another experiment to obtain elementary Teachers. Of the Mohasingpore Government School six pupils came forward for examination for Inferior Teacherships. None of them passed, yet, having been educated in a Government School, they are far better acquainted with the mode of teaching than any student of a Tol, and I appointed accordingly two to be Teachers in the Ungool Schools.

**Oriya Class Books.**

1. Hitopodesh.
2. Lacey's Grammar.
3. History of Orissa.
4. Nitikatha.
5. Barnabodhaka.
6. Patiganita.
7. Geography.

46. The number of Oriya Class Books at present available, as noted in the margin, is but very small, yet it suffices for imparting the most necessary knowledge. Of those books numbers 2 to 4 have been reprinted, and numbers 5 to 7 printed since I joined my appointment; the last proofs of the latter were revised by myself. Without those books an improved education in Orissa would have been literally impossible, and it is owing chiefly to the small Khoordah grant of 150 Rupees per mensem, that it has been accomplished.

**Balasore, Govt. Ver. School at Bhudruck.**

47. The School at Bhudruck has done well. That it is held in the same building with the Anglo Vernacular School, has been a great advantage, as the Pundit is under stricter control

than he otherwise would be. Moreover, the pupils of the first class have been drafted off into the Anglo Vernacular School, so that the other classes obtained the undivided attention of the Pundit.

**Barnah School.**

48. In the Government estate of Noanund at the Village of Barnah a School was opened in December last, but closed again in February for want of a sufficient number of pupils. Then Wordah, a more populous village in the same estate, was selected, but a competent Teacher not being procurable, the School was not opened again during the last year.

**Aided School in the town of Balasore.**

49. This School has the advantage, so rare in an Aided Vernacular School, to be managed by a very efficient Committee. The Revd. Messrs. Cooley and Smith of the American Baptist Mission, and Baboo Uttol Behary Paul, who are its Members, take an active interest in its affairs. The School which numbers 46 boys, contained at the commencement of the Session 5 classes; the four boys of the first class however, having obtained situations, the classes were reduced to four.

Both Oriya and Bengali are taught, and the progress has been fair.

The two Teachers have done their duties well, and the Head Master is a competent Pundit.

**Mobaruckpore.**

50. The progress of the School has been tolerably satisfactory. Maps, a long time wanting, were at last supplied, and the new School-house was completed at the end of the year.

**Private Vernacular School at Barobatty in the town of Balasore.**

51. This School, which was opened in anticipation of aid from Government, has maintained its existence. The Committee of Management consists of the

leading inhabitants of Balasore, and the second Master of the Government English School is its Secretary. I saw the School in January last, and was much pleased at the progress of the boys, so unusual in an Institution of this kind. The School is very promising. I should, therefore, have been glad, could I have obtained any aid from Government for its improvement.

**Cuttack, Government Vernacular Schools.**

52. The two Schools at Kendraparah and Mohasingpore, are now getting on a little more satisfactorily than before. There is but one Teacher for four classes, and improvement is hardly to be expected, before an additional Master can be appointed. The fees of those Schools are not yet sufficient for the entertainment of an Assistant Teacher, and the small surplus which was in hand, I thought expedient to expend for the purchase of maps and the most necessary furniture.

Several of the pupils of the Mohasingpore School, came up for the inferior Teachership Examination, held by me in March last at Cuttack, and though they failed therein, they gave evidence, that a year or two, spent by them in a Normal School, would render them good Teachers.

**At Churchika and Soobunpore in the Government Estate of Bankee.**

53. The Churchika School is on an equality with those at Mohasingpore and Kendraparah. The Soobunpore School was first established at Baideswar, a village in the same estate, where it continued for several years; but the inhabitants, being totally averse to a better education, the Commissioner thought it right to remove it. The inhabitants of Soobunpore, who are almost all Brahmins, take a marked interest in the School, and it has accordingly made a fair progress during the nine months that it is established there.

54. On the state of the Ungool Schools, I submitted in March last a special report, from which I give a short extract.

At the Government Estate of Ungool.

55. The Government Estate of Ungool, 65 miles in a South-Westerly direction from Cuttack, on the left bank of the Mohanadi, contains on an area of about 180 square miles, a population of 22,805 souls. The inhabitants are nearly all agriculturalists. There are no wealthy, respectable or well-educated persons in the estate, owing to the rapacity of its former proprietor, Sreenath Singh, and of his predecessors. The ryots, who have beside their agricultural pursuits no means of subsistence, are sunk into deep ignorance. The estate was taken possession of by Government in 1847, and since 1850 six Schools were established there by the Commissioners and on the dates, named in the margin. These schools, before in charge of the Commissioner of Cuttack, were made over to me on the 18th of May 1858, and I inspected them in February last.

Description of the Estate.

Establishment of Schools.

1. Poornagur School by Mr. Gouldsbury, on the 16th September 1850.
2. Poketungah School by Mr. Gouldsbury, on the 12th February 1853.
3. Kangulah School by Mr Gouldsbury, on the 12th February 1853.
4. Talmool School by Mr. Samuells, on the 1st April 1855.
5. Bolrampersad School by Mr. Cockburn, on the 12th May 1857.
6. Jorrah School by Mr. Cockburn, on the 15th May 1857.

56. Each of the Schools has a Master on a salary of Rupees (8) eight per mensem, and the School at the principal Station besides a Head Master, receiving Rupees (30) thirty per mensem, whose duty it is to inspect the other Schools once every two months. The subjects of study are Oriyah, Arithmetic and Geography.

57. The Teachers are of an inferior class, and I was obliged to dismiss two of them for inefficiency. I found the progress

Teachers.

**Progress of the pupils.**

of the pupils in Oriyah tolerable, in Geography unsatisfactory, owing to the want of suitable class-books, in Arithmetic fair. On the whole, their attainments surpassed my expectation. I had imagined, that the Schools had a merely nominal existence, this, I am happy to say, is not the case. Some of the boys are intelligent and anxious to improve themselves. I would have wished to select two or three of the pupils of the Poornagur and Kangulah Schools for admission as free Scholars to the English School at Cuttack; but none was willing or allowed by the parents to leave the estate.

**Obstacles to the efficiency of the Schools.**

58. The following are causes that the Schools have not attained a greater efficiency.

**Apathy of the inhabitants.**

1. As usual the apathy of the people to education. I have not observed opposition from religious motives; no places of pilgrimage exist; there are only three temples in the whole estate, and these but lately erected. Caste prejudices have not taken so deep a root as in other parts of my Division,—nor do the Abodhans oppose our Schools, there being no more than four in the estate. The apathy is rather caused by the ignorance and wretched condition of the people. They are all cultivators or laborers, and even the few Brahmins who are there have forgotten, that learning is their original calling. The country is, however, rich in resources of every kind, and as soon as they become developed under the present administration, it is to be hoped, that the inhabitants will emerge from their abject poverty, which induces them to hold manual labor, even of their infants, as the only object worthy of any consideration.

**Admission of pupils.**

2. The admission of the boys to the Schools at an age too far advanced; they now enter the School seldom earlier than 10

years old, and frequently later than 14, and it cannot, of course, be expected, that at this age, when habits of sloth and idleness have been formed and the impressions begin to become faint, learning should be an easy and pleasant task.

Want of Competent Teachers.

3. The want of competent Teachers, and of a proper routine of study.

4. The want of books, maps, slates, &c. The want of slates for example is a very serious obstacle to learning Arithmetic in the English way; for the boys have to make their calculations with chalk on the ground, which is not large enough, and are, therefore, obliged to work in the native mode, that is to say, to blot out the previous steps in their operations, as soon as they have advanced to a new one. The Teachers themselves require a small number of books for their own improvement, especially dictionaries, in want of which they are unable to explain the meanings of many words, occurring in the text.

Want of books, &c.

59. Most of those draw-backs have since been removed. The Superintendent of the Tributary Mehals, Mr. Cockburn, who is always ready to support any measures for the diffusion of sound education, has sanctioned my proposals for the improvement of those Schools; and books and slates, &c., have been supplied to them.

Measures for improvement.

60. It is difficult to procure Teachers for Ungool; I have, however, succeeded in sending two former pupils of the Mahasingpore School as Masters to Ungool. In a short time, I trust, it will be unnecessary to select them from other parts of my Division,

Appointment of teachers.

New course of study.

FOURTH CLASS.

1 Barnabodhaka. (The whole of this Primer.)
2. Writing.

THIRD CLASS.

1. Nitikatha.
2. Dictation.
3. Arithmetic (in the native way.)

SECOND CLASS.

1. Nitibodh.
2. Oral instruction in Grammar.
3. Dictation.
4 Arithmetic (in the English way, up to Rule of Three)
5. Geography.
6. History of Orissa

FIRST CLASS

1. Hitopodesh.
2. (Lacey's) Grammar.
3. Arithmetic (the whole text book.)
4. Geography.
5. Padarthavidya.
6 Composition.

as some of the pupils of the Ungool Schools will soon be qualified for the office of Teachers.

61. A new course of study, as noted in the margin, has been adopted.

62. The office of the Head Master of the Poornagur School, who is to inspect the other Schools, cannot at present be dispensed with. It is impossible to visit them from Cuttack more than twice a year, and without a strict local control they cannot be efficient. The present Head Master is well qualified for his post, and to judge from his zeal and energy, I have no doubt, he will be able to carry into effect the instructions which I have given him for the improvement of the Schools.

**Appointment of pupils to situations under Government.**

63. There are about 12 pupils whose education I expect to be finished in the course of the present year. I intend to appoint some of them as Teachers in the Ungool Schools, and the others, I have no doubt, will get suitable situations from the Superintendent of the Tributary Mehals. This will show to the people of the estate the first fruits of good education and rouse them from their lethargy ; for self-interest is the only motive which has any effect upon ignorant people.

**Aided Vernacular Schools.**

64. There are three Aided Vernacular Schools in Cuttack *viz.*, in Domeparah, Jajpore and the town of Cuttack. The state of

the first is far from satisfactory, while the two latter have attained to considerable efficiency.

**At Jajpore.**

65. I visited this school in August and February last, and each time I was pleased with the order, discipline and management of the School. It has two Teachers; the Head Master who has studied in an English School, is somewhat superior to the ordinary Teachers in Orissa. The Moonsiff of the place, Baboo Biswambhur Vidyabhoosan, one of the best Oriyah scholars, and also acquainted with Bengali and Sanscrit, deserves my thanks for the pains he has taken as Secretary to raise the School. On my last visit all the classes had made considerable progress, especially the first. The subjects of study are Oriyah, Bengali, Arithmetic and Geography. The School had the good fortune to be visited in the course of the last cold season by the Commissioner, Mr. Cockburn, the Deputy Magistrate of Bhudruck, Mr. Deare, and the Revd. Messrs. Buckley and Goadley, Missionaries of the Cuttack Baptist Mission, who have all expressed a favorable opinion on its state and progress. I regret, that Baboo Biswambhur has since left the Station, having been transferred as Moonsiff to Kendraparah; however, as the new Moonsiff of Jajpore has shewn an interest in the School, when he was still in Jajpore, by subscribing Rupees 30, to the building of the School-house, I have no doubt, that he will follow the good example of his predecessor.

**At Cuttack.**

66. The Bengali School at the town of Cuttack has met with signal success. From the beginning the inhabitants took a lively interest in its welfare, and this has never decreased. To show, how well it is supported by them, I need only refer to its financial condition. The Government grant is

Rupees 12 per mensem, while the subscription has gradually risen to Rupees 16½, and the fees amount to Rupees (12) twelve. I secured the services of Pundit Ramootum Sheromony, a former student of the Normal School in Calcutta. He is an able, intelligent, and well informed Teacher, and has been indefatigable in his exertions for the improvement of the School.

The medium of instruction is professedly the Bengali, but Oriyah is also taught as a language. The progress in all the branches of study, Bengali, Oriyah, Arithmetic and Geography, has been very good. The annual examination conducted by Mr. Shore, Baboo Tarakant Vidyasagar and myself, was attended by a number of respectable native residents, who were much gratified with the attainments of the boys. The school-house, which stands in the same compound with the English School and the Collector's office, is a good substantial building, affording suitable accommodation to all the classes and even to the Vernacular Library, which has been temporarily placed there. The community is indebted for it to the liberality of Baboo Ramnath Roy Chowdry, who erected it at a cost of Rupees 450.

**Pooree, Government School at Khoordah.**

67. The Khoordah School has advanced but slowly, owing to the want of experience in the Teacher, and to his scanty knowledge of Arithmetic and Geography. I sent him, accordingly, for six months to Pooree, to join the Normal class of Pundit Kylaschunder. He has since resumed his duties, and appears to have profited from his study. The School has received an additional Teacher on a salary of Rupees (4) four, (3) three of which are paid by the Deputy Collector, Baboo Modhoosudan Patnaik.

**Khoordah Grant Schools.**

68. The five schools, sanctioned out of the Khoordah grant, have been established during the year on the dates, noted in the

1. Tanghi School on the 16th June 1858.
2. Banpore School on the 18th June 1858.
3. Bhoobuneswar School on the 23rd June 1859.
4. Jarrah Moondoomohun School on the 1st July 1859.
5. Bagooneah School on the 2nd August 1858.

margin. The expenditure for their establishment is Rupees (16) sixteen per mensem; from which two Teachers, a Pundit at ten Rupees, and an Abodhun at Rupees five per mensem, are entertained. The plan of dividing Rupees (15) fifteen between two Teachers, instead of giving the whole to one, has succeeded, and I ascribe the progress which the Schools have made, especially to that measure. The inhabitants, although not showing much zeal for the Schools, are not opposed to them; for they pay at least the schooling fee, which, small as it is, (half an anna the month) people who are against education, would consider too much. The inhabitants of all those places promised to build school-houses at their expense; but only in Tanghi they fulfilled their engagement. As the Schools were meanwhile held in the most wretched places, and in consequence fast declining, I proposed that the cost of the houses should be paid from the Khoordah grant. I would not recommend as a principle the building of school-houses on the part of Government; yet in Khoordah it did not appear objectionable, as here Government is the landlord, who is expected to provide the chief means for the education of his tenantry.

**Progress of the Schools.**

69. In proportion to the time of their establishment the Schools have made fair progress, especially at Tanghi and Bagooneah. At Tanghi the Darogah of the place, James Mulluckchand Mullick, who is a native Christian and received an English education at the Revd. Mr. Long's School in Calcutta, has not only much contributed to make the school popular, but taken pains to instruct the Pundit as to the routine of his duties and to the mode of teaching. Next in efficiency

ranges the Banpore School. The School at Jarra Moondoomohan has not kept pace with the three just mentioned, on account of the slovenliness of the Teacher, who has since been removed from his post. In all those places the inhabitants are very anxious that the boys should, from the beginning, learn Sanscrit which, however, would interfere with the course of study adopted for my Schools. I always pointed out to them the bad effects of such a proceeding, while I told them at the same time that I had no objection to Sanscrit being taught to the students of the first class, after they had gone through the regular course in the Vernacular, and was very glad to obtain an opportunity to convince them by a striking fact of the folly to commence the studies with Sanscrit. The Pundit of the Jarrah Moondoomohan School, had, against my order, introduced Sanscrit into his School. On my visit to it I directed the Pundit to show the public, what his pupils had learnt. He accordingly made them rehearse some pages of the Amara Kosha, and the parents were delighted at hearing their sons getting so glibly over so many Sanscrit words. On examining, however the boys myself, I was able to prove to all present that it was mere learning by rote, as the boys could not explain what they had repeated like parrots, nor understand the shortest sentence in Sanscrit, and moreover, that by spending their time in this useless study, they had neglected, and made no progress in, their other studies. The School at Bhoobuneswar does not enjoy the good will of the inhabitants; and the attendance of the boys has for this reason been very irregular. Still I think it advisable that the School be continued there. Bhoobuneswar is one of the chief places of pilgrimage in Orissa, the principal inhabitants are Pandas or priests; the people are sunk into abject superstition and the children see nothing but Hindooism in its worst form; the temples

are covered with sculptures, representing the most abominable scenes of degraded humanity. Education then is the only means of elevating the rising generation from such a state, and no trouble nor expense should be spared to have good Schools at places like this.

**Qualifications of Teachers.**

70. None of the Teachers of the Khoordah Schools has received his education at a Government Institution; they are pupils of the Tols. They have a tolerably fair knowledge of Sanscrit and the Vernacular, but are deficient in Arithmetic and Geography, which they have only studied since the commencement of our educational operations in Cuttack. The most difficult task for them is to maintain discipline and to instruct in accordance with our rules; yet, as they have not attended a Normal School, nor any other, in which any system of teaching is followed, their performances are creditable.

**Supply of furniture, &c., to the Schools.**

71. In the course of the year I supplied all the Khoordah Schools with the necessary furniture, with black-boards, slates, large Bengali Maps of the World, of Asia, and India, and with a small number of Bengali books, named in the margin. The whole cost of this supply does not exceed Rupees 94, for each School, and will, I trust, be a great aid in rendering the Schools efficient from the beginning.

1. History of Rome.
2. Sakuntolah.
3. Kadambari.
4. Padarthavidya.
5. Jibuncharit.
6. Charitabali.
7. Rasselas.
8. Nitisar.
9. History of Bengal.
10. Ditto of Greece.
11. Patiganita.
12. Bhugol.
13. Bhudebs Art of Teaching.
14. Robinson Crusoe.
15. Upakramanika.
16. Byakaran Chandrica.
17. Ditto Kaumadi.
18. Betal.
19. Prakrit Bhugol.
20. Bahyah Bastu.

72. I have refrained yet from making any suggestions as to the best mode of appropriating the monthly balance of Rupees (70)

21. Dhatumala.
22. Ancient History.
23. Universal History.
24. Gunamala.
25. Nitibodh.
26. Bodhodrya.

**Khoordah Grant.**

seventy, remaining in favor of the Khoordah grant, as the fund has not yet cleared its liabilities.

The balance against the fund on the end of April last, amounted to about 450 Rupees, as per subjoined statement.

ASSETS OF THE GRANT.

Rupees 150 per mensem from the 1st of November 1857 to the 30th April 1859, being 18 months, Rs. 2,700 0 0

LIABILITIES.

| | | | | |
|---|---|---|---|---|
| To Salaries to the Masters, ..... | Rs. | 774 | 8 | 1 |
| To furniture, books, &c., ..... | „ | 469 | 9 | 4 |
| To printing of Class-books, ..... | „ | 1,759 | 8 | 0 |
| To building School-houses, ..... | „ | 150 | 0 | 0 |
| | Rs. | 3,153 | 9 | 5 |
| Deduct, | „ | 2,700 | 0 | 0 |
| Balance against, | .. | 453 | 9 | 5 |

This sum of Rupees 453-9-5 will be adjusted in December next, so that with the beginning of the new year, the whole fund will be available. At that time I shall have formed an opinion on the success of the five Schools and thereby be enabled to make a definite proposal, as to whether the monthly balance of Rupees 70 should be expended for entertaining some more Schools of the same kind, or whether it be advisable to establish instead an Anglo-Vernacular School.

**Aided Vernacular Schools at Pippli.**

73. The School at Pippli has continued to be popular, and I have been satisfied with its progress. Beside Oriyah, the pupils

learn Bengali, and the Second Teacher being a native of Bengal, their Bengali pronunciation is unusually good.

**At Auti.**

74. The Auti School, which is principally supported by Baboo Bhogoban Ratsingh, a Zemindar of the place, has been opened only since January last; the number of pupils attending it, 21, is little encouraging; on account of its short duration, however, it is impossible to say, whether it will succeed or not.

**Superior Teachership Examinations.**

75. Mr. Heeley was in conjunction with myself appointed as Examiner of the candidates for superior Teacherships. The examination took place in March last at Cuttack. One candidate only, Mr. Thomas, Head Master of the Anglo Vernacular School at Bhudruck, presented himself, and passed for the third grade.

**Inferior Teachership Examinations.**

Committee of Examiners in Midnapore.

1. Baboo Rajnarain Bose, Head Master of the Government English School.
2. Baboo Wooma Churn Haldar, Deputy Inspector.
3. Baboo Chundernath Deb, Government pleader.

Committee of Examiners at Balasore.

1. Baboo Gourdass Bysack, Deputy Magistrate.
2. Baboo Horakali Mookerjee, Deputy Inspector.

Committee of Examiners at Cuttack.

1. Baboo Tarakant Bidyasagur, Principal Sudder Ameen.

76. Beside this, in accordance with the Rules for the Examination of Candidates for Inferior Teacherships, English and Vernacular, dated November 1st 1858, I held Examinations for Inferior Teacherships in January and March last, at the head stations of Midnapore, Balasore and Cuttack, and was assisted by the gentlemen, named in the margin. Of 21 candidates, 13 passed, viz., in Midnapore six of eight, in Balasore, four of four, and in Cuttack, three of nine candidates. The highest grade, obtained by any of the candidates, is the fourth grade low.

2. Mr. Lacey, Deputy Inspector.
3. Baboo Jodonath Mookerjee, Head Master.

**Vernacular Scholarship examinations.**

77. In Midnapore, moreover, were held in April last, the examinations of candidates from Vernacular Schools for the ten stipendiary Scholarships tenable at a Zillah and a Normal School; and for the four stipendiary Scholarships, tenable at the Bengali class of the Calcutta Medical College. The subjects of examination were Bengali language, Arithmetic, Geography and History of India. The examination questions were drawn up and the answers of the candidates examined by myself, while the Deputy Inspector superintended the examination at Midnapore. The result of the Examination was satisfactory. Of 35 candidates 14 passed, and I was especially pleased to observe, that the students of aided Schools were able to compete with those of the Model Schools, four of the former having passed. No candidates from the Vernacular Schools in Balasore, Cuttack and Pooree came up this year for the ten free scholarships, tenable at a Zillah School, nor for the four Stipendiary Scholarships, tenable at the Normal School at Hooghly. The former may perhaps be attributed to the rule which I thought necessary to make, that no candidates above the age of 16 should compete for Scholarships tenable at a Zillah School. Next year, however, from the improved instruction in the Vernacular Schools of Orissa, I expect, that candidates from all the three Districts will come forward for the examination. As to candidates for the Scholarships, tenable at the Normal School of Calcutta or Hooghly, I am afraid, I shall have none, the parents, as mentioned in former Reports, being unwilling to send their children out of Cuttack.

**Rule, prohibiting the transfer of cancelled grants.**

78. In my Report for the six months, ending the 31st of October last, I made some remarks on the expediency of the Rule, that a Grant in Aid, being cancelled,

is not to be transferred to any other place, and on account of the importance of the subject, I once more revert to the matter. The order of the Court of Directors that no new expense is to be incurred in the Education Department implies a resolution, that the expenditure for the education Institutions then in existence should be continued. This resolution, however is practically frustrated by the above rule; for the Grant in Aid Schools from causes before explained have a very precarious existence, and if the transfer of grants be denied, they must necessarily within a short time dwindle down to a small number. I would, therefore, respectfully submit whether Government see any cause to reconsider the above enactment, and to allow for Cuttack at least, that on the annulment of a Grant in Aid, it may be transferred to any other place, or, if such a course appear inexpedient, to authorize the appropriation of sums, thus becoming available, to the extension of our operations referring to Gurumahashaya Schools. The monthly allowance of Rupees 37½ for rewarding Gurumahashayas who adopt our course of instruction in their Schools, is not large enough to improve many Schools; in Midnapore for instance nearly the whole is spent for 19 Schools, and even the smallest addition to the fund would much increase its usefulness.

**Appointments of educated persons.**

79. One of the most important measures for the diffusion of education is, in my opinion, the Rule, that all Government servants, receiving a higher salary than six Rupees per mensem, ought to have some kind of education, and I am happy to bear witness, that this Rule is in some places observed, and that those, who have passed an examination, have got appointments in preference to others. It is, however, not every where attended to, and not to such an extent as is desirable. Some officers doubt its expediency, and complain, that students of Schools have no knowledge

of account, official routine &c., and are, therefore, less able to discharge their duties than others with less learning, but longer training in office. This may be so far correct, as it refers to the beginning; but there can be no doubt, that after a short time an educated person will be familiar with the business, and in every respect a more intelligent and trustworthy servant of Government, than, *ceteris paribus*, any other, who knows nothing beside writing and keeping accounts. It is the general education, which on the outset of his career, renders a man able to discharge responsible duties; the knowledge of detail is only a matter of time.

**Native Press.**

80. There exists as yet no independent native press in Orissa. All the books, printed in Orissa, were with one or two exceptions, published either by the Baptist Missionaries of Cuttack, or by Government. From the Mission Press in Cuttack the only one in my Division the following books were issued during the year.

ON ACCOUNT OF GOVERNMENT.

| | | | |
|---|---|---|---|
| 1. | Barnabodhaka (Oriyah Primer) ..... | copies | 2,000 |
| 2. | Translation of Patiganita, (Arithmetic) in two parts, ..... | ,, | 4,000 |
| 3. | Translation of Tariny's Geography in two parts, ..... | ,, | 4,000 |
| 4. | Oriyah Gazette, ..... | ,, | 105 |
| | | copies | 10,105 |

ON ACCOUNT OF THE BAPTIST MISSION, TRACTS AND SCRIPTURES.

| | | | |
|---|---|---|---|
| 1. | Wonderful advantages of Pilgrimage, | copies | 5,000 |
| 2. | Come to Jesus, ..... | ,, | 5,000 |
| 3. | True and False Jameath, ..... ..... | ,, | 5,000 |
| 4. | Selection of Hymns, part third, ..... | ,, | 2,500 |

| | | | |
|---|---|---|---|
| 5. | Destroyer of Delusion, ..... | copies | 5,000 |
| 6. | Life of Christ, ..... | „ | 2,000 |
| 7. | God is a Spirit, ..... | „ | 5,000 |
| 8. | What Shastre is the gift of God?..... | „ | 5,000 |
| 9. | Psalms in Sanscrit and Oriyah (completion) ..... | „ | 1,000 |
| 10. | Selection of Hymns, part first,..... | „ | 5,000 |
| 11. | Catechism of Bible History (with cuts) | „ | 1,000 |
| | School Books, &c. | | |
| 12. | Day break in Britain, ..... | copies | 1,000 |
| 13. | History of Orissa parts II. and III. ... | „* | 1,100 |
| 14. | Hitopodesh Parts II. to IV. ..... | „ | 1,050 |
| 15. | Elements of Natural Philosophy, Parts II. and III, ..... | „ | 1,100 |
| 16. | Vernacular Class book Reader, Parts I. and II. ..... | „ | 1,100 |
| 17. | Oriyah Arithmetic, Parts I. and II. ... | „ | 3,200 |
| 18. | Ditto Primer, ..... | „ | 2,200 |
| | | Copies, | 52,150 |

**Cuttack Library.**

81. With the aid of Messrs. Ward, Shore, and Heeley, and of Baboos Tarakant Bidyasagar and Mohesh Chunder Roy, I succeeded in establishing a Vernacular Library in Cuttack, which was opened on the 1st of April last, with 528, mostly Bengali, books on its shelves; upwards of Rupees 800 were subscribed at once, and the amount of the monthly subcriptions is Rupees 14. The subscribers pay from 4 to 8 annas a month. The Managing Committee consists of the most influential gentlemen of the station, and Mr. Heeley has kindly consented to act as their Secretary, together with Baboo Moheshchunder Roy as Assistant Secretary.

My best acknowledgments are due to the Revd. J. Long, for his ready assistance in procuring the books in Calcutta.

82. In August last, Mr. J. W. Lacey was appointed Deputy Inspector of the second grade for the District of Cuttack, instead of Baboo Rakhal Doss Haldar, who resigned in April 1858.

**Reduction of the Deputy Inspectorships.**

83. My recommendation to reduce, pending the opening of new Schools, the Deputy Inspectorships for my Cuttack Districts, from three to two, was sanctioned, and to carry this measure into effect the Deputy Inspector for Pooree, Baboo Koilaschunder Tarkalankar, was appointed to the District of Bograh. Since then, those Districts have been redistributed, Baboo Horokali Mookerjee obtaining Pooree and Ungool, and Mr. Lacey, Cuttack and Balasore.

84. I had every reason to be satisfied with my Deputy Inspectors, and would bring to your notice, that Baboo Uma Churn Haldar has been very successful in the improvement of the Gurumahashaya Schools in the town of Midnapore.

**Work done by the Deputy Inspectors.**

85. The work, done by the Deputy Inspectors during the period under review, is shewn by the subjoined tabular statement.

| | Schools visited. | Miles travelled. | Books sold. | Price of the books | Remarks. |
|---|---|---|---|---|---|
| Deputy Inspector of Midnapore,... ... ... ... .. | 169 | 1155 | 1748 | 352-8-0 | |
| Ditto ditto of Balasore, ... | 137 | 1805 | ..... | ..... | |
| Ditto ditto of Cuttack, ... | 133 | 778 | ..... | ..... ... | |
| Ditto ditto of Pooree, ... | 250 | 1668 | ..... | ..... | |
| Total, ... ... | 689 | 5406 | 1748 | 352-8-0 | |

**Subscribers to the Education Gazette.**

86. There has been no increase in the number of subscribers to the Calcutta Education Gazette.

87. I annex three appendices, shewing the amount of Schooling fees, expended with my sanction, in the Government Schools, English and Vernacular, the appointments made by me, and the number of Oriyah class-books sold, during the year of 1858-59.

I have the honor to be,

Sir,

Your most obedient Servant,

E. ROER,

*Inspector of Schools, South West Bengal.*

No. 410.

FROM

THE INSPECTOR OF SCHOOLS,

*Behar Division,*

TO

THE DIRECTOR OF PUBLIC INSTRUCTION,

FORT WILLIAM,

*Dated Patna, the* 14*th December* 1859.

SIR,

DURING the past session I have visited the English Schools at Patna, Gya, Chuprah, Mozufferpore, Monghyr, Bhaugulpore, Purneah, and Chota Nagpore, but not Arrah, and the Vernacular Schools of Patna on the western side, Chuprah, with the exception of the south-western part, a portion of those in Behar, Monghyr, and Bhagulpore, and the whole of Purneah, with such Zemindary Schools as lay in my route. I proceed to note such points in them, as chiefly merit attention, commencing with the institutions in which English is taught.

2. Since the abolition of the High School at Patna, on account of the small number of students, no attempt has been made by the inhabitants to replace it. Considering the great amount that has been expended from the funds devoted to education in this locality during 25 years, and the little good that has been effected, owing chiefly to the apathy, one might say aversion, of the upper classes by whose children it ought to have been filled, I still maintain the opinion expressed in my letter recommending its extinction, that it ought not to be again set on foot, until by a general subscription, not by the simple donation of an individual

wishing to create a name and reputation for himself, funds are raised sufficient to defray the expenses of the establishment for at least one year in addition to the erection of an appropriate building. But beyond a few slight expressions of regret, casually let fall in conversation by any native who may visit me, I observe nothing indicating a sense of any loss sustained, and as every one here is well aware of my sentiments, which I have taken every opportunity to promulgate, I do not see any probability of a real movement towards its restoration until the opening of the railway; the partial exclusion of those ignorant of English from the higher offices under Government, (which step would not, I conceive, involve any injustice towards those for whom English schools have been provided by the State,) and a not slight change of temper in the inhabitants themselves, have materially altered present circumstances.

3. The branch school in the city, now the only English one, has not received any accession of pupils from the other, in consequence of the distance between the two. This latter remains such as it was, and has not been very fortunate in the exchange of its Head Master. It was rising under Mr. Godfrey, who held the post during the latter months of the session, but promotion to a Deputy Magistracy has since necessitated the appointment of another who will thus be the third occupant within a year. There are, I am happy to say, among its pupils the children of Syud Lootf Ally Khan, of his nephew Syud Welayut Ali Khan, and one or two other influential residents of the city, but a large majority of this class keep aloof from the school, and all contact with European ideas and intercourse. The first named gentleman Syud Lootf Ali Khan, in August last presented 1,000 Rs. to the school in order to prevent an otherwise unavoidable reduction of establishment.

4. I can report the Gya School to be in a prosperous state, although the number of pupils is not much more than half the total of three years back. This institution like the former, has had a change in its Head Master; Pundit Balmokund at the commencement of the session having been compelled by failing health to terminate his useful career in that capacity by resignation, was succeeded by Mr. Behrendt, who, except in a too great strictness as to readmissions at first, which kept down the number of students, proved an excellent Master. He also has gone having been promoted to a higher post in Bengal. Two of the Junior Teachers passed the last University Entrance Examination, no difficult ordeal certainly, yet much good will result to their classes from the mere training for an examination, and on this account I hope those in other schools will follow their example. One student also passed and is now at the Presidency College. His success will probably lead to an uninterrupted series of candidates coming up on each occasion. The school stands high in the estimation of the district population, and reflects prosperity on my Vernacular schools in the interior; which are on the whole better attended than similar ones in other districts, and a large sum in aid of its resources is subscribed annually, the Ranees at Tikaree heading the list with a handsome gift of Rupees 2,000. Unfortunately, however, there is some irregularity in the payments, and extensions which would contribute greatly to the efficiency of the Institution, cannot be carried out on account of the uncertainty of income in any year, although on the average ample means exist.

5. I did not visit the Arrah School as I should have been detained a month waiting for the relief of the garrison by the unsafe state of the roads during the early part of the session, and the latter part of the year I was at the eastern end of

my division—more than 200 miles away. Baboo Woomesh Chunder Sen, the second Master in charge, though a young hand, has conducted the classes well and raised the attendance to 65 in the last 3 months of the period. If the Collector's Kachery be again removed from Buxar to Arrah, there is no doubt of the school's attaining its former position in about two years, but at present the classes are necessarily backward.

6. There is little worthy of particular notice in the Chuprah School. Mr. Hanvey continues to give satisfaction to the Local Committee and myself, and as his health does not deteriorate it is to be hoped no change in the Head Master may be imminent, as I at one time feared. This alteration always damages a school in Behar; and I am not likely to get a better successor, certainly not a more persevering one. The attendance has steadily recovered from 45 at the commencement to 75 at the termination of the session.

7. At Mozufferpore, Mr. Manuel has brought on the upper classes beyond what has hitherto been attained; and next session a few candidates will probably compete for the Entrance Examination, provided the fever of seeking employment as soon as they have acquired a little English does not carry off the students. There are more temptations than usual in this district, where many of the European planters keep writers and accountants. The Bengalees connected with the Kacheries who have children in the school, subscribed 72 Rs. as the half salary of a pundit, and obtained the sanction of Syud Mohammed Taki Khan for the other half being paid out of the revenues of the Jogyerah estate, which he made over to the school in aid of Vernacular Education, and two-fifths of the students or 29 boys now learn Bengali as their Vernacular. As there is every prospect of their settling for life in this Province, I cannot but regard the neglect of Urdu as a mistake, and protested

against it, and yielded only to the repeated solicitations of the parents and guardians when supported by the Committee who considered the step desirable. The attendance is 80 per cent of the total number, but the latter is not so high as it should be in this populous town.

8. The Monghyr School increases in number, but the studies of the first class are far below those of other institutions. Two intelligent youths form the whole of the first section, and one or both of these may leave before reaching the Entrance Examination standard; so that a long period must pass before the University will receive any accession from this place. I am somewhat disappointed in the expectations I at first formed of it, but Mr. McNair the Head Master, himself an invalid for years past, has very second rate assistants, and the boys are not well grounded in the junior classes.

9. The Bhaugulpore School continues to thrive, and has a full first class, which is in itself a pledge of its prosperous state. There are two other English schools in the town which contribute to it many students seeking a higher education than is to be got without the Government school. It contains nearly 160 boys and may rank in all respects with the best schools in Bengal.

10. I took the opportunity when at Purneah of sharing with the Committee the annual examination of the school there, which will lead to stricter examinations in subsequent years. My remarks have been inserted in the Committee's report, and I may abridge them in stating that the attainments of the pupils were slightly below the average class by class. No doubt better results will be obtained in future years but it is questionable whether the school can ever rise to any eminence on account of the terrible climate. It sent up its first candidate to the Entrance Examination this year

11. I have already during the year submitted a special report on the Chota Nagpore School, and I have only to add that Mr. Mayne has been working very steadily and much improved it. There is not however either at that Station or in the district so much material as in the ordinary Zillahs, and there is no prospect of its ever being able to compete with my best schools either in numbers or progress.

12. Still it is doing much good, and its position on the out-skirts of civilization so to speak, would justify its maintenance as an English school under far more depressing circumstances. I believe that cultivation is extending and the population increasing, and it is not impossible that some of the advanced pupils of the Division school may hereafter pass into ours, although no instances have as yet occurred.

13. Speaking generally of these Zillah schools, I consider that with the draw-backs I have mentioned, particularly the changes in the Head Masters, there has been reasonable progress made. Many of the Junior Teachers who were at one time almost entirely ignorant of Urdu, are now much improved, so that the rendering of the English lesson into that tongue is less barbarous than before. But much remains to be done in this respect, for I have no doubt, although the numbers awarded in each subject are withheld to the great detriment of the competing schools, that the Vernacular is the chief stumbling block in the Entrance Examination, and must remain so until we are able to find Urdu Teachers tolerably acquainted with English to replace the present ones who have no system at all, and oppose all efforts to introduce such by passive resistance, in returning to the old style immediately the vigilance of Superintendence is relaxed.

14. There are no grant in aid schools in these parts, and the times have not been such as to lead the people to initiate them, nor independent English schools beyond three, two of which are in Bhaugulpore, and the third at Bettiah in Chumparun. Those at Bhaugulpore are (1) that of the Missionaries, which has during the last year been taken under their direct teaching and is very creditably conducted, the highest class being on a par in its studies with the second in the Government School to which as I said it is a most important auxiliary. It is unfortunately the only English Mission School in my Division, and there is no present prospect of others being established, a circumstance which retards the progress of my own. (2) The School of Baboo Girdhari Lall, more elementary than the other, yet materially assisting in the spread of and desire for English.

15. The School at Bettiah, which is maintained by the Maharajah of the place, labours under many disadvantages in being remotely situated, and rarely seen by Europeans. I staid there two days in December, and found about 30 students reading the History of Bengal and other simpler books; but they were not sufficiently advanced to understand the first work, and, at my suggestion discontinued it; their arithmetic, geography and grammar were very elementary. There are two Masters, but one having the extra office of Secretary to the Rajah, cannot do more than superintend. The Maharajah, in answer to my letter with advice for the future promised to carry out my suggestions for its improvement. I took care that my visit should be an unexpected one, and therefore saw the school in its ordinary condition, which enables me to pass a fair judgment upon it. It is most creditable to the Rajah, and will hereafter greatly improve, as he continues to take much interest in it.

16. English is a necessity to so few in Behar, who are not able to send their children to the sudder station, that I am averse to recommending the addition of a class in that language to Zemindary schools, such as Doomraon and Huthooa; and a smattering of English, destined to fade gradually from the memory, is a poor return for some of the best years of a youth's life, which would suffice, with less trouble, to acquire far more knowledge in the Vernacular.

17. Elementary English schools are only of use when a good school in which the education may be completed is close at hand.

18. I now turn to Vernacular education: but before proceeding to enumerate the village schools in the several districts, I must once for all state, even at the risk of going over the same ground as in previous reports, what has been the origin of these schools, what their aim and nature, and what they have effected. This I find necessary from the mistaken estimate formed of them by those who are unacquainted with their rise and developement, who consequently judge them by a standard applicable only to Bengal.

19. The earliest of them were set up at the end of 1855; they therefore have existed less than three years and a half; and they are all in the interior, not at Sudder Stations.* Previously there were in the whole interior of Behar but

* Perhaps I ought not to omit the Vernacular Schools at Tegrah and Sheikhpoorah in Monghyr, which were two of the 101 founded as free Schools by the Board of Revenue, and placed under the District Collectors: yet they had both been abolished previously to the institution of this office as acknowledged failures. The causes of their unsuccessfulness I need not here enumerate, but amongst these certainly were the lack of constant supervision and a good series of school books. As the stipends of the Teachers were quadruple that now given to mine, a higher class of men were obtained, and three of the number having subsequently become Deputy and Sub-Deputy Inspectors and diligently discharged their duties, I think idleness on their part must be excluded from the causes of decay above mentioned.

two or three places where Teachers were permanently located, *viz.* at the Moulanuggur Muktub near Soorujgurrah, for which conjointly with a Serai for the gratuitous entertainment of passing travellers, estates were devised a century back, at Ulleenuggur in the same Pergunnah, a more recent foundation less richly endowed, and at Durbungah in Tirhoot, where, though only in 1853, a school was set on foot by the Collector of the district and supported by the contributions of the Rajah and the wealthier natives. None of these have been systematically conducted even up to the present time, and in all but the last no attempt was ever made to impart education of the kind now contemplated by Government, or a particle of what is commonly called useful knowledge. Up to 1856 therefore, those few wealthier inhabitants who desired to teach their children more than reading and writing, were compelled either to expatriate them to Benares, Lucknow or Agra, or importing a Moulvie or Pundit from the North-West, maintain him as a private tuto r The middle classes were entirely ignorant, or learnt as their occupations required, perhaps reading and sufficient writing to labour through the composition of a letter, from the Gooroo or Mianje, who, flitting from village to village rarely stayed a year in one locality; or from some friend or relation connected with the courts, picked up a little Persian; or lastly if engaged in trade, were initiated into the mysteries of accounts whilst serving an apprenticeship with one of the same caste. At the commencement of these operations, therefore, there was a perfect blank, and the material to be manipulated was not only raw, but difficult to get together, and even when collected not easily subjected to the machinery set up for its conversion, being hedged about by the suspicion with which the Natives of the Province had learned to regard every movement emanating from beyond them-

selves. There was no learned class, nor even individuals through whose agency great steps could have been made if such had been attempted; for the Moulvies despised Western knowledge and the arts, the Brahmins are to this day a by word among their fellows of other parts of the country, and with the Kayath, Deva Nagree was an uncommon attainment; for if he sought anything beyond the ill formed Kaithi character, he turned generally to Persian. I believe that at the present hour, there are not a dozen men in the whole division who could understand a translation of Lardner's Museum of Science and Art, and not two who could translate it.

20. Under such circumstances the aim in establishing these Vernacular Schools was to advance as many as possible one step, and to make further advances as opportunity offered. To familiarise the population with the efforts made by Government on their behalf the chatsals were scattered widely over the districts, not concentrated in a narrow area, and though this was attended with the disadvantage of making their supervision less frequent and more difficult, yet it was the better plan, as more quickly awakening the masses generally, and permitting future progress to develope more universally.

21. With this aim it was naturally determined that the schools should approach in type, as near as was practicable without sacrificing improvements, those to which the people were in some measure accustomed; so as to lead them on insensibly, rather than at once arouse, which experience had shewn to be too easy, their determined opposition, by breaking up and revolutionising customs and systems such as they were. I will not stop to defend the path chosen, for it has been followed of necessity every where by Missionaries, and those who attack it would no doubt urge the founda-

tion of Colleges and High Schools in New Zealand or Kaffreland as the first step to education. Our schools here were then assimilated to those of the old Gooroos, but with the addition of regularity of attendance, reading from books, order and permanence, and such an amount of useful knowledge in the shape of Arithmetic, Geography, History &c., as could be introduced. To enable the series of school books compiled in the North-Western Provinces to come into use, Devanagree has been pertinaciously maintained as the Hindi character in lieu of the bastard Kaithi, and books in Oordu used instead of Persian, although in some districts these changes still involve a hard fight.

22. The Teachers appointed were at first selected chiefly from the most intelligent Gooroos already existing. This step was not only advisable to prevent their antagonism, which was able to subvert altogether the plan, but was unavoidable, as no others were available on the salaries offered; and no great number at all qualified could have been found on any terms within the Province. Indeed, sufficient persons, tolerably fitted for the new offices of Deputy and Sub-Deputy Inspectors, could not be collected, much less the larger number required for schools. It would not do to have invited strangers from Benares and the higher districts, as the innovations could only be brought about quietly by those who were known to, and had a hold upon, the people. For the other Gooroos, who from old age or otherwise were incompetent, their co-operation was invited by the promise of a small reward for each pupil who should from time to time shew an acquaintance with the simplest and easiest books lent them to be taught in their Chatsals.

23. Farther, seeing that the bulk of the scholars must come from the middling, not the highest classes of society, the aim was to give such an education therein as should be

sufficient for the ordinary wants of life, and yet not so high as to disqualify them for the avocations which they would ordinarily follow. The minimum therefore desired was, reading and writing fluently and correctly in one character, either Urdu or Devanagree, airthmetic as far as Proportion, and some acquaintance with the nature and management of Fractions, a brief history of their own country, the elements of Grammar, and Geography, the style and contents of ordinary Katchery papers, leases, bonds, agreements, &c, land measurement with a chain or staff, and perhaps a little general knowledge to be gained in the reading lessons. The maximum in these schools was to be the reading at least of both characters, more Grammar and Geography, the elements of the solar system, a little knowledge of common things and Natural Philosophy, the whole of Arithmetic, the definitions alone of Euclid, and measurements assuming the propositions of the first three books of Euclid.

24. Now as to what has been effected by them. The numbers attending ( which I annex )* shew that in many villages they are popular, and this is borne out by the fact that throughout the mutinies they were not broken up, even when the rebels were in possession. Also in most districts opposition on the part of private Gooroos has ceased, although in no case have these been driven away. The example set by them has led to the introduction of our books into many private schools, and the small rewards to greater diligence in the independent Teachers, and given more permanence to their residence in the villages. The ability to write the Devanagree character has become more general; and education in Urdu is no longer deemed an impossibility or absurdity. In about one sixth of the total number of our

Table A.

Chatsals, pupils have reached the maximum standard proposed, although the absence of certain books, of which I shall say more below, has prevented in some cases the Geography, in others some one other subject being fully read.

25. They also have been imitated by several of the larger Zemindars, although I have been far from anxious to force the growth of these copies but preferred to wait until general progress should develope them. On this principle though I have ever commended my little schools to the notice of the authorities of each Zillah when on circuit in the neighbourhood, I have never urged any one to move the local Zemindars to carry out the plan on their estates. Yet a few gentlemen of their own accord and unsolicited have suggested the subject to the more influential Natives in the interior of several districts, and to those suggestions are owing the greater proportion of the above schools, which are now creditable rivals of my own. In fact, being under the control and supervision of my Deputies, they only differ in the circumstance of their expenses being borne by private individuals, not by the Government.

26. There are however failures in some particulars which I ought not to pass over. The first is in the small proportion of pupils who attain even the minimum standard any where. This is in part owing to an absolute deficiency of the most commonly used books, such as even the earlier arithmetics, but chiefly to the brief period parents allow their children to remain under instruction. The shop keeper takes his son to assist him in his business, the cultivator removes his as soon as he has strength to follow the plough, the operative carries off his boy to learn his trade, and even those who cannot plead such necessities act in the same way, and to my enquiries why, as they are able to afford it, they do not allow their children to remain a little longer,

I receive the uniform answer "He has no need to study further, as he already knows more than sufficed for me and his fathers before him, and ample for all the purposes of life." The evil is one which can only be eradicated slowly, and equally affects the schools of the Missionaries and even the English schools. This inordinate proportion of the number of beginners to the total, gives a false impression to casual visitors, who are therefore led to condemn the schools as useless, forgetting that in these parts at least no man is willing to sacrifice an integral portion of his income to bestow a superior education on his child, but deems all expenditure on this object a waste of money. Moreover, that which holds in other matters is also true here, for as in commerce so long as the demand for any manufacture exceeds the supply no one cares to improve the quality of the article, so in education, higher accomplishments will not be acquired whilst employment is freely open to lower attainments; and this must be the case for no little time to come in this Province. Hereafter when the number of candidates for each office is so large as to admit of competition, we may hope for better things. I have also failed hitherto in my expectation of being able to make over each prosperous school to the care and charges of the local residents, whilst it would remain under the supervision and guidance of the department. But it was hardly to be expected that during such a time as the last two years, people would give much heed to social matters, and practically our position is just where we were at the commencement of that period, and we must wait yet longer to effect this. Meanwhile the disaffected have been able to arouse little or no direct opposition to the schools, which may serve as a testimony to their being regarded as an unqualified benefit to the places where they are set up.

27. Whilst some influential Natives have established Chatsals on a footing similar to the Government ones, and take more or less real interest in them, and others whatever their real sentiments profess to approve the scheme, I have met with only one who candidly avowed his disapproval. His position as a Rajah having large estates in the eastern part of the Province, and his plain-speaking, so rarely found, entitle his opinion to some respect, I will therefore say a few words upon it, particularly as another well known Native gentleman, who is a large land-holder in Patna, though resident in Calcutta, endorsed it to a great extent. The argument of the Rajah may be briefly stated thus. It is an error he urges, on the part of Government, to attempt the education of the masses on the system now devised, or in fact at all, as it will result in subverting the whole status of society, and bring into contempt the upper classes, to whom that deference which is due will no longer be paid; and the second further contended that more good would be effected with the same expenditure of money in founding a few higher schools to which those of better family might resort, in the place of the more numerous ones now existing, to which the poorer classes chiefly flock; and that education would descend ultimately to the common people.

28. Both gentlemen seemed to forget that for the upper classes of society there already exist English schools at every Sudder Station; and that it is not so much the duty of Government to provide for them, as being able to do it of themselves, as for the common people, and the instruction given in our village schools is not so high as to make the Scholars of the humblest grade dissatisfied with their position, or prevent them following their ordinary avocations, but strictly suited to their sphere of life. But the fact is, the richer people do not use the Sudder Schools

as they ought, and will not see that English and a generally extended education are necessary for their children until the pressure comes from below, as the collateral experience of Europe shews it must in this country also.

29. There are eight Chatsals in Zillah Patna of which that at Manair alone is a good one, Barh is increasing in numbers, but is far behind its proper position, being situated in a large town and established fully three years. This district altogether is the most unpromising in my Division both as touching English and Vernacular education, has no private schools worth mention, and very few of the Gooroos will receive the loan of our books for use by their pupils. I cannot anticipate any great improvement for a long time to come.

30. Among the 10 Government Chatsals in Zillah Behar, Rajowli, Hussoon, Kouch, and Jehanabad, are the best, and sent up sixteen candidates for the Vernacular Scholarship examination. None of them are bad, and many more would easily fill were there the means of maintaining them. The schools at Ramdih, Shergotty, Tekari and Aunti which were made over to the local Zemindars still exist, and the circulation of our series of books in the private schools is extensive, so that the periodical examinations are well attended. The Deputy Inspector is a deserving young man, and very industrious, and the only one of my subordinates who knows English, but I cannot speak so favorably of some of his assistants. In this Zillah the like relation holds between English and the Vernacular as in Patna, both flourish together here, and the Tekari Rajahs whilst they contribute the munificent sum of 2,000 Rs. annually to the English school at the Sudder Station as before stated maintain several Vernacular schools on their estates.

31. Shahabad has 7 Vernacular schools, which have all suffered from the late circumstances of the Zillah ; but the

fact of their continuing to exist through all the troubles, and the somewhat larger proportion of students of more than one year, induce the belief that they may recover their former status, and make much progress during the present session. The schools of the Doomraon Rajah and of some other Zemindars are being resuscitated, that at Doomraon itself has been kept up under many difficulties and is creditable to the Rajah.

32. In Sarun and Chumparun there are eight Government Chatsals, six belonging to the Maharajah of Bettiah, three to the Rajah of Huttooa, and three supported by other Zemindars, all of which are tolerably prosperous. Ushri, Maujhi, Maharajgunge and Mobarickpore produced successful candidates for Vernacular scholarships, and the first three I consider good schools. I have suffered a great loss in the death of Pundit Mohendro Narain, the late Deputy Inspector, who was indefatigable. Pundit Amar Nath, who was the Deputy Inspector in Bhaugulpore, has been transferred to Chuprah; but he will hardly adequately replace his predecessor; and although the subordinate officers are diligent and of superior attainments to the average elsewhere, yet I am apprehensive there may be a falling off for a year in the numbers and the attainments of the pupils. In the management of his schools and the general supervision of his work, the late Deputy Inspector was of the whole number *facile princeps*, and had he lived, what he had performed in the short period of his having office in this district gave earnest of his being able to raise it far beyond any thing hitherto attained in my Division.

33. All the schools in Mozufferpore have been established within the year, but the numbers attending them are large, and the progress of the boys as evinced by the papers sent in from them when examined by the Deputy Inspector, Liaqut

Hussein in person, evince fair progress. This Zillah will in a year or two outstrip several of those originally taken up; and I count upon much assistance as concerns Vernacular schools from the many European planters and others scattered over it, although it is too early to make application to them just now. The Missionary at Mozufferpore, the Revd. Mr. Sternberg, contemplates renewing several schools at different places in the interior, (my Deputy has been directed to leave such localities undisturbed, there being an ample field elsewhere for his operations) and I hope a little better style of education than used to be the case, ( with the use of the Devanagri character ) will be given in them. I am careful to assist any such efforts of Missionaries as far as lies in my power.

34. One school has already been set up by Chowdrey Rooder Prasad, of Koeli Nanpoor, in the northern part of this Zillah, for the first year's expenses of which he has made over 120 Rupees and a house. His example will be followed by others as soon as the nature and utility of our schools is apparent, and my Deputy Inspector better known. The sale of books in this Zillah has been comparatively large, and will increase with the stock and variety, both of which are at a low ebb. As I have never traversed the interior of this district the merit of what has been done is entirely owing to Liaqut Hussein, who, in addition to intelligence, has great industry.

35. I have lately written regarding the Monghyr schools which remain in nearly the same condition as at the end of the past year. The people of Tegrah subscribed a small sum which defrays half the yearly cost of the school there; and that in Dulhutta Bazaar has a like contribution from a shopkeeper, but the Sheikhpoorah School has not as I expected been taken over by the people as yet, nor have any

been established by Rajah Jyemungul Singh of Ghiddore. But on the Zemindary of the Purniah Rajah in this district at Jellalabad and Tarapore two schools likely to prosper have been founded, and my next report will no doubt announce the completion of the former arrangements. But for the appearance of a body of rebels, which caused me to turn back after leaving Monghyr for Ghiddore and Sheikhpoorah, all would have been done this year.

36. Of the Chatsals in Zillah Bhaugulpore, Colgong and Purmusherpoor are the best, but the others are indifferent and that at Pir Painti not nearly so good as its existence for more than three years would lead me to expect. During the rainy season travelling is very difficult on either side of the river; the villages are small and the Deputy Inspector has been on leave for three months, all which are reasons for the want of progress exhibited. Also the population of the town is not so much connected with that of the interior as at Gya, and I cannot expect the prosperity of the English School will be reflected in the Vernacular ones.

37. All the schools of the Purniah district are recent ones, and have not therefore been included in the Tabular Statement analysing the castes and the duration of study of the pupils. The people seem well disposed, and assistance is already promised by several Zemindars, but Teachers are found with much difficulty and none from outside can be induced to go into this hotbed of fever and ague. The school in the Goorka regiment was necessarily broken up when the corps marched to Soory, but it had been declining for two months previously, consequent on the death of the Commanding Officer, by whose attention alone the Sepoys had been kept in it. The men found that learning their drill occupied so much of the day as to leave little leisure or inclination for learning books, and the experiment may be

said to have failed, although a renewal of it for those only who have passed drill might succeed.

38. I need not reiterate that such of these schools as have advanced in any Zillah, have done so in the face of many difficulties and obstructions apart from the indifference of the people to any new thing, which is natural to the case. One which I hope may be removed before the next report, is the inadequate supply of books and maps, which has formed the burden of my complaint for three years. Several of the series have been reprinted and have reached me, others are yet to come. Out of the total number of 23,000 books of all kinds, both Urdu and Hindi, nearly one-fourth have been disposed of by sale during the Session, chiefly to schools, yet a portion of them has gone to the outside population. The sale might easily be doubled were all books available, but one half of those enumerated in the list are not to be had by the purchaser at any one spot, perhaps not to be found in a whole Zillah. It may easily be seen, that a very large supply would be needed for a tract of country more than 300 miles square, so as to permit copies of each work to be easily accessible.

39. Public Libraries, Institutes, Societies, Newspapers, and all other things which encourage education from without do not exist in this Division. They are themselves in great measure the fruit of education, and as the Patna Committee declared when it was proposed to form a Public Library out of that of the late High School "the times are not ripe for such a step." There is indeed a Public Library at Chuprah well supplied with papers and with the post office accommodated in one part of the building, yet not half a dozen readers cross the threshold in a year. Those at Monghyr and Bhaugulpore are simply for Europeans. The one newspaper which reaches my office from Calcutta, the Urdu

Guide, would be useful in my schools to practice the boys in translation in which respect they are very deficient, but it too frequently breathes the spirit of antagonism of race, by dilating on any real or supposed enormities committed by Europeans; so that I am compelled to withhold it; and the intercourse which formerly existed to some extent is now almost at an end with the Natives. If I could only draw more attention and visitation to my schools both English and Vernacular, this would be removed and extended, but this is only slowly returning.

40. The grant in aid system being rejected by the Missionaries, is not applicable to my circle, where the few independent schools are either established by the great Zemindars who could not accept a grant, or are small Vernacular ones hardly deserving one. These latter are however provided for by apportioning to them half the salary of the Teacher from the amount sanctioned for my own at Tegrah, Dulhutta Bazar, Seifgunge and Arurreea. When the people of any place combine for the establishment of a school on a large scale, the principle will be applicable.

I have the honor to be,

Sir,

Your most obedient Servant,

A. S. HARRISON,

*Inspector of Schools,*

*Behar Division.*

## TABLE A.

*Return of the Castes of the Scholars in Government Vernacular Schools in Zillah Patna, 30th April 1859.*

| Name of School. | Brahmins. | Kaiths. | Shopkeepers. | Cultivators. | Operatives. | Various. | Mussulmen. | Total. | Have studied two years and more. | 1 year and more. | Above 6 months. | Under 6 months. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Munair, ... | 7 | 6 | 34 | 22 | 8 | 5 | 2 | 84 | 11 | 26 | 9 | 38 | |
| Barh, ... | 1 | 1 | 35 | 9 | 0 | 5 | 1 | 52 | 3 | 5 | 9 | 35 | |
| Lee, ... | 2 | 1 | 18 | 0 | 1 | 1 | 4 | 27 | 0 | 1 | 8 | 18 | |
| Palee, ... | 4 | 2 | 12 | 1 | 5 | 0 | 6 | 30 | 0 | 0 | 12 | 18 | |
| Islampore, ... | 3 | 2 | 7 | 1 | 0 | 1 | 1 | 15 | 1 | 2 | 1 | 11 | |
| Saidabad, ... | 0 | 0 | 8 | 4 | 0 | 0 | 5 | 17 | 1 | 3 | 1 | 12 | |
| Phulwari, ... | 0 | 0 | 13 | 0 | 0 | 6 | 9 | 28 | 0 | 0 | 15 | 13 | |
| Dinapore, ... | 0 | 0 | 5 | 0 | 3 | 18 | 6 | 32 | 0 | 1 | 6 | 25 | |
| Bykuthpore, ... | 0 | 0 | 3 | 0 | 0 | 11 | 1 | 15 | 2 | 1 | 11 | 1 | This School is now abolished. |
| Total, ... | 17 | 12 | 135 | 37 | 17 | 47 | 35 | 300 | 18 | 39 | 72 | 171 | |

*Return of the Castes, &c., of the Scholars in Government Vernacular Schools in Zillah Gya, 30th April* 1859.

| Name of School. | Brahmins. | Kaiths. | Shopkeepers. | Cultivators. | Operatives. | Various. | Mussulmen. | Total. | Have studied two years and more. | 1 year and more. | Above 6 months. | Under 6 months. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Jehanabad, ... | 13 | 13 | 29 | 1 | 2 | 7 | 5 | 70 | 6 | 12 | 29 | 23 | |
| Buniad Gunje, ... | 6 | 3 | 50 | 6 | 22 | 10 | 4 | 101 | 0 | 2 | 15 | 84 | |
| Dawood Nugar, ... | 1 | 4 | 52 | 0 | 11 | 2 | 5 | 75 | 4 | 10 | 45 | 16 | |
| Deo, ... | 6 | 5 | 20 | 5 | 3 | 14 | 7 | 60 | 11 | 15 | 5 | 29 | |
| Newadeh, ... | 5 | 8 | 22 | 3 | 6 | 7 | 29 | 80 | 0 | 0 | 42 | 38 | |
| Kouch, ... | 16 | 1 | 29 | 3 | 4 | 2 | 4 | 59 | 8 | 14 | 18 | 19 | |
| Hussora, ... | 0 | 5 | 46 | 8 | 6 | 5 | 3 | 73 | 10 | 40 | 10 | 13 | |
| Rajowli, ... | 8 | 1 | 39 | 7 | 7 | 2 | 6 | 70 | 14 | 26 | 9 | 21 | |
| Bela, ... | 9 | 0 | 30 | 8 | 4 | 1 | 9 | 61 | 0 | 18 | 22 | 21 | |
| Nubee Nugar, ... | 8 | 6 | 36 | 6 | 9 | 1 | 8 | 71 | 0 | 0 | 0 | 71 | Established in Aug. 1858. |
| Total, ... | 72 | 46 | 353 | 44 | 74 | 51 | 80 | 720 | 53 | 137 | 195 | 335 | |

*Return of the Castes of the Scholars in Government Vernacular Schools in Zillah Arrah, 30th April 1859.*

| Name of School. | Brahmins. | Kaiths. | Shopkeepers. | Cultivators. | Operatives. | Various. | Mussulmen. | Total. | Have studied two years and more. | 1 year and more. | Above 6 months. | Under 6 months. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Pachaina, ... | 0 | 0 | 11 | 0 | 0 | 5 | 0 | 16 | 3 | 6 | 2 | 5 | |
| Ikhtiyarpore, ... | 2 | 44 | 0 | 0 | 0 | 0 | 0 | 46 | 4 | 9 | 5 | 28 | |
| Garhaini, ... | 9 | 13 | 9 | 1 | 0 | 17 | 0 | 49 | 9 | 17 | 4 | 19 | |
| Shahpore, ... | 2 | 1 | 5 | 0 | 4 | 10 | 0 | 22 | 8 | 3 | 3 | 8 | |
| Nokha, ... | 0 | 7 | 5 | 0 | 3 | 8 | 2 | 25 | 10 | 3 | 7 | 5 | |
| Chownsa, ... | 4 | 5 | 14 | 0 | 5 | 12 | 6 | 46 | 0 | 0 | 0 | 46 | Established in June 1856. |
| Bhubhooa, ... | 0 | 4 | 1 | 0 | 1 | 0 | 2 | 8 | 0 | 0 | 3 | 5 | Since abolished. |
| Total, ... | 17 | 74 | 45 | 1 | 13 | 52 | 10 | 212 | 34 | 38 | *24 | 116 | |

*Return of the Castes of the Scholars in Government Vernacular Schools in Zillah Chuprah, 30th April 1859.*

| Name of School. | Brahmins. | Kaiths. | Shopkeepers. | Cultivators. | Operatives. | Various. | Mussulmen. | Total. | Have studied two years and more. | 1 year and more. | Above 6 months. | Under 6 months. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Mobarickpore, ... | 8 | 21 | 3 | 0 | 1 | 0 | 1 | 34 | 0 | 7 | 6 | 21 | This School produced a successful candidate at the last Vernacular scholarship Examination. |
| Sewan. ... | 0 | 11 | 13 | 1 | 6 | 5 | 12 | 48 | 0 | 0 | 19 | 29 | |
| Hussenpoorah, ... | 3 | 16 | 34 | 2 | 4 | 2 | 1 | 62 | 1 | 12 | 20 | 29 | |
| Maharajgunge, ... | 0 | 5 | 26 | 5 | 1 | 7 | 2 | 46 | 4 | 4 | 14 | 24 | Ditto ditto. |
| Pursa, ... | 1 | 0 | 5 | 11 | 5 | 0 | 0 | 22 | 7 | 11 | 1 | 3 | |
| Ushree, ... | 2 | 41 | 0 | 0 | 2 | 0 | 3 | 48 | 17 | 12 | 9 | 10 | Ditto ditto. |
| Manjee, ... | 1 | 45 | 3 | 0 | 0 | 2 | 12 | 63 | 0 | 11 | 17 | 35 | Ditto ditto. |
| Dighwara, ... | 2 | 19 | 32 | 6 | 3 | 3 | 1 | 66 | 8 | 20 | 26 | 12 | |
| Total, ... | 17 | 158 | 116 | 25 | 22 | 19 | 32 | 389 | 37 | 77 | 112 | 163 | |

*Return of the Castes of the Scholars in Government Vernacular Schools in Zillah Monghyr, 30th April 1859.*

| Name of School. | Brahmins | Kaiths. | Shopkeepers. | Cultivators. | Operatives. | Various. | Mussulmen. | Total. | Have studied two years and more. | 1 year and more. | Above 6 months. | Under 6 months. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Sheikhpoora, ... | 3 | 4 | 54 | 6 | 5 | 11 | 5 | 88 | 5 | 33 | 6 | 44 | These returns are made irrespective of temporary withdrawals subsequent to the first admission. |
| Phoolwaria, ... | 5 | 14 | 1 | 2 | 1 | 5 | 7 | 35 | 0 | 1 | 31 | 3 | |
| Beegoo Sarai, ... | 2 | 2 | 23 | 20 | 0 | 2 | 1 | 50 | 29 | 2 | 2 | 17 | |
| Khuguria, ... | 0 | 1 | 18 | 3 | 0 | 8 | 0 | 30 | 16 | 7 | 5 | 2 | |
| Burheea, ... | 0 | 0 | 0 | 16 | 0 | 0 | 0 | 16 | 3 | 4 | 3 | 6 | |
| Burbigha, ... | 0 | 0 | 25 | 1 | 0 | 1 | 11 | 38 | 8 | 6 | 4 | 20 | |
| Khuruckpoor, ... | 10 | 1 | 23 | 3 | 2 | 4 | 7 | 50 | 18 | 8 | 10 | 14 | |
| Dalhutta Bazar, ... | 3 | 5 | 35 | 4 | 1 | 5 | 7 | 60 | 0 | 11 | 23 | 26 | |
| Teghrah, ... | 1 | 9 | 41 | 5 | 1 | 5 | 21 | 83 | 0 | 24 | 14 | 45 | |
| Total, ... | 24 | 36 | 220 | 60 | 10 | 41 | 59 | 450 | 79 | 96 | 98 | 177 | |

*Return of the Castes of the Scholars in Government Vernacular Schools in Zillah Bhaugulpore, 30th April 1859.*

| Name of School. | Brahmins. | Kaiths. | Shopkeepers. | Cultivators. | Operatives. | Various. | Mussulmen. | Total. | Have studied two years and more. | 1 year and more. | Above 6 months. | Under 6 months. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Parmeshurpore, ... | 0 | 2 | 6 | 26 | 4 | 12 | 0 | 50 | 6 | 4 | 40 | | |
| Colgong, ... | 6 | 1 | 11 | 2 | 2 | 4 | 7 | 33 | 9 | 11 | 13 | | |
| Peer Pointee, ... | 0 | 1 | 6 | 1 | 0 | 1 | 16 | 25 | 7 | 13 | 5 | | |
| Kishengunge, ... | 0 | 2 | 17 | 0 | 7 | 0 | 1 | 27 | 15 | 5 | 7 | | |
| Alum Nugur, ... | 9 | 0 | 4 | 21 | 3 | 16 | 0 | 53 | 0 | 53 | 0 | | |
| Gumanya Hat, ... | 0 | 0 | 10 | 5 | 13 | 3 | 0 | 31 | 4 | 7 | 20 | | |
| Bunwaree, ... | 4 | 2 | 4 | 51 | 0 | 0 | 0 | 61 | 0 | 22 | 39 | | |
| Gobindpoor, ... | 0 | 0 | 1 | 22 | 0 | 1 | 0 | 24 | 0 | 18 | 6 | | |
| Dunjapore, ... | 11 | 0 | 1 | 4 | 0 | 0 | 0 | 16 | 0 | 0 | 16 | | Established in Feb. last. |
| Total, ... | 30 | 8 | 60 | 132 | 29 | 37 | 24 | 320 | 41 | 133 | 146 | | |

*Return of the Castes of the Scholars in Government Vernacular Schools in Zillah Tirhoot, 30th April 1859.*

| Name of School. | Brahmins. | Kaiths. | Shopkeepers. | Cultivators. | Operatives. | Various. | Mussul'men. | Total. | Have studied two years and more. | 1 year and more. | Above 6 months. | Under 6 months. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Lallgunge, ... | 17 | 4 | 27 | 8 | 2 | 4 | 14 | 66 | | | | | All these Schools have only been recently established. |
| Kadirabad, ... | 0 | 1 | 24 | 4 | 17 | 2 | 2 | 50 | | | | | |
| Madhubani, ... | 0 | 0 | 43 | 2 | 16 | 2 | 6 | 69 | | | | | |
| Bukhra, ... | 0 | 19 | 4 | 6 | 1 | 1 | 2 | 33 | | | | | |
| Sitamurhee, ... | 2 | 0 | 51 | 0 | 15 | 13 | 9 | 90 | | | | | |
| Rosra, ... | 4 | 2 | 58 | 9 | 13 | 4 | 0 | 90 | | | | | |
| Total, ... | 23 | 26 | 207 | 29 | 64 | 26 | 23 | 398 | | | | | |

# EXTRACTS

FROM

# JOURNAL OF TOUR,

OF THE

# COLLECTOR OF BURDWAN.

On the 25th October, I went to see the school of Gobind Prosaud Pundit at Searsole, an Anglo-vernacular establishment supported by a grant-in-aid from Government, the house and the other school expenses being supplied by the Pundit. The house is an excellent one, pucka, and with four rooms of various sizes, and stands in its own garden, just outside the village and colliery of Searsole, and commands perhaps the prettiest view to be obtained hereabouts. The school had only just re-opened after the holidays, and the work of it could scarcely be said to have recommenced, but there was a fair attendance of scholars, and the second master, as well as the vernacular master, were present. The number of scholars was said to be 75, and the average attendance 60. The second master seemed to be a most intelligent man, and most interested and anxious for the progress of the scholars. I first examined 2 boys of the 1st, and 3 boys of the 2nd english classes, and then perhaps 20 boys of the vernacular class. I had not time, neither were the maps, nor slates, nor other means at hand, for more than an examination in reading, grammar, and spelling. The reading of all the classes, especially of the vernacular class, was fluent and intelligible, and the boys in the English classes explained very fairly the meaning of what they read. The grammar in the English classes (I did not pay attention to it in the vernacular) was not so satisfactory, the boys knew it in parts by rote, but not in practice. The spelling was particularly accurate in the vernacular, in the English I did not so carefully test it, but I remarked that the boys were not sufficiently instructed to spell their words rightly when they could not read them off at once. I brought this to the notice of the second master, who acknowledged the failing, and promised reform. The English pronunciation was very good. Of the discipline, I could not satisfactorily judge, but it seemed to me better in the English than in the vernacular depart-

ment. On the whole, there was an air of cleanliness and order about the school, and of intelligence and aptitude about the scholars, which left a very favorable impression upon me. The Pundit is building a large school-house to the north of the Cantonments, which promises well; it will scarcely however be so conveniently situated as the present school for the villagers.

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There is a vernacular school at Mancoor, the current expenses of which are supported entirely by a grant-in-aid from Government, the buildings having been gifted by the putneedar of Mancoor, Heeraloll Misree. The school was not to be opened until after the Queen's Holidays, and I had therefore no opportunity of inspecting it, but I was told it gave instruction to some 100 children, and had a daily attendance of from 60 to 70. Up to the time of this poojah there had been an English teacher at the school, but partly because the putneedar had, on the death of his son, withdrawn his subscription towards the salary of this teacher, and partly because of a real or pretended vulgar fear of the introduction of Christianity by means of teaching English, inducing others to withdraw their subscriptions, the English teacher had lately left the place. I spoke to the talookdar, and to others, with a view to restoring him, and having offered a slight monthly aid myself towards that end, I hope it may be accomplished.

* * * * * *

Yesterday I held an examination at the grant-in-aid vernacular school at Shadeepore. For this Government provide one master on a salary of Rupees 15, and Monmohinee Baboo provides another on a salary of Rupees 12 a month and a house. The house is *kutcha-pucka*, and stands high above the floods.

The number of boys is 62, of whom I was told there was generally a fair attendance, and of whom 52 were actually present yesterday. There are 5 classes in the school. The first contains 9 boys of ages from 15 to 13. The second 12 boys from 13 to 8 years. The third 13 boys from 12 to 7 years, and the rest younger boys in their spelling.—The castes principally Brahmins and Kayasts.—I examined the three first classes in reading,(Translations of Andersen's "Swans," "Tinder Box" and "Ugly Duckling," not at all easy) writing from dictation out of these books, spelling, explanations (the two first classes) of what each one had read, simple geography, with maps of Asia and Eu-

rope the two first, and Asia only the third classes, and simple arithmetic.

The examination reflected the very highest credit on the teachers Madub Chunder Gosal in charge of the two first, and Ramtaruck Bhuttacharjya in charge of the three last classes, the last two of which I examined in spelling only.

The reading was clear, and of sufficient slowness, and the stops well-marked, and the sense was almost universally well-explained. The writing and arithmetic were rapidly and well-executed. The spelling was almost universally and without hesitation correct. The geography with corresponding indications on the map was in the upper classes good, but the questions I asked were perhaps too simple. I presented the three best boys for good conduct, regularity of attendance, and acquirements with the three books they had been reading, and the presents seemed gratifying to them, and may be stimulating to others.

* * * * * *

At Beergaon, I visited a Government vernacular grant-in-aid school, originated by Kisto Ghose, talookdar of the place. It had 60 scholars, of whom 48 were present. The examination was of the same nature as that held at Shadeepore, but the result was by no means so satisfactory. It must be said however that the school was only established on the 1st April last. There were six classes: 5 boys in the first class of from 12 to 15 years of age; 5 boys in the second of from 12 to 14 years; 16 boys in the third class of from 9 to 12 years; 6 boys in the fourth-class also from 9 to 12 years; 6 boys in the fifth class of from 7 to 10 years; and 10 in the sixth class of from 7 to 9 years of age. The head-master, Mohenderam Mookerjya, held the Government salary of 18 Rupees a month; the second-master Benodbehary Ghose held a salary of 8 Rupees from the zemindar, Kisto Ghose, who also *was to give* a school-house, not yet even commenced upon.

The qualifications of the boys of the two first classes were about equal; they read distinctly, but not with a sufficient observance of sentences. Very few could explain what they read. They wrote rapidly and fairly, but here again there was no distinction of sentences or stops. They could indicate on the map the principal countries of Asia but only one or two could indicate towns. They were a long time over a simple division sum, and after all only one half of them divided rightly. Their spelling and explanation of individual words were

universally good. I gave the best boy in general conduct and attendance, who was also the best in acquirements, a present of Andersen's "Swans." The third-class I examined only in spelling and explanation of words spelt, a point on which they had been universally well taught, in reading, in which they exhibited the same faults and goodnesses as the two first classes, and in writing to which the same remark applies. The three other classes I examined only in spelling, their only qualification, and in this all but the very young boys were well taught. I gave to the best boy for attention and good conduct, and not deficient in acquirements, as a prize, Andersen's "Tinder Box," but I was not satisfied with the manner of the master in proclaiming him the best boy on the whole, he the prize boy being a Brahmin, and another boy a Bose being very much his superior in acquirements. The prize boy of the 1st and 2nd Classes was a Brahmin also, and it occurred to me, from the master's manner, that he was afraid to offend the Brahmin supporters of the School by recommending other than boys of that caste for prizes.

* * * * * *

At Jote Sreeram, I paid a visit to the model vernacular school of Sreekistopore, which has lately been removed to a house vacated by the embankment officers. There are some 70 boys in the school, principally Brahmins and Kayasts, but a few also of such castes as the *Kamars* and *Tanties*, of whom 56 were present. The Government grant-in-aid is I believe 64 Rupees a month, and several talookdars unite to give the school-house. The establishment is a head-master Madub Chunder Banerjya, on Rs. 25, a second-master, Rogooram Banerjya, on Rs. 20, and a third master Sayaram Banerjya on Rs. 16 a month. There are six classes and several divisions of them. The school is not in a sufficiently advanced state for such distinctions neither does the difference in the qualifications of individual scholars call for them. I advised therefore, with submission of course to the educational authorities, their discontinuance, as useless and involving pretensions to which the school could not at present lay just claim. The reading throughout the school was universally unsatisfactory,—hurried, and indistinct, and no attention paid to stops, and as a consequence scarce one boy could explain what he had been reading. I pointed out this defect, and its remedy was promised. The first-class were a long time over a short sum in division, and only 4 out of 7 divided correctly. The

spelling and explanation of words spelt was throughout the school very satisfactory. The writing from dictation of the first-class, the only one I so examined, was rapid and clear. The geography of the first-class, with corresponding indications on the maps of Europe and Asia, was not generally satisfactory, that of the second-class was accurate and ready. There was the air rather of a want of discipline in the school, shewn by the absence of that respectful and ready manner of address which I was so pleased to remark at Shadeepore. The school has however only been instituted six months, and has not as yet fairly settled down in its new school-house, which by the bye was kept unnecessarily dirty, and as I frankly pointed out the defects I noticed not only to the masters, but to Dolgobindo Mittra, Nursinglall Mittra, Kangali Kisto Mittra, and Brindabun Behary Mittra, talookdars of the neighbouring estate of Rajarampore, Sreekistpore, Jote Sreoram, and Jote Dukkin, and patrons of the School, who were present, I should hope they would be remedied.

*December 12th.*—Jamalpore to Chuckdiggee, and back, 9 miles. At Chuckdiggee there is an Anglo-vernacular grant-in-aid school, towards which Government gives 65 Rupees a month, and the zemindar of the place, Saroda Persaud Rai, a house, and other necessaries.

I regret much that, through an error as to distance, I arrived too late in the day to see as much of the working of the school, and of Chuckdiggee and its zemindar, as I could have desired.

There are some 70 scholars I was told, of whom the average daily attendance is 60. There are 5 classes, and English is taught throughout.

The school-house is placed in what was probably a *Zenana* of the zemindar's ancestors, and each class has its appropriate room. The manners and discipline of the scholars seemed excellent, and there was an air of intelligence mixed with respectfulness in their countenances, which seemed to shew rather the desire to learn than, as is only too observable in Bengalis, with any education, the consciousness of being or thinking themselves wiser than others. I made the first-class read and parse Gray's Elegy. There was no poetry, but there was distinctness and sense in their reading; their parsing was however very imperfect.

I made them also write the last verse of the Elegy on Sir J. Moore, putting in their own stops. The writing was universally bad, and there was not the least notion of stoping, but the spelling was good. A

simple multiplication sum in English figures was done correctly by three boys out of five. Four boys out of five had a competent knowledge of the geography of the principal countries, towns, and rivers, with corresponding indications on a map (in English) of Europe and Asia, but the map itself was not a correct one. The spelling in English and Bengalli, and explanation of words spelt, was ready and accurate, and three out of five boys read and explained Robinson Crusoe in Bengalli clearly and well. I just heard the second and fourth classes read and parse a little, but so hastily that I will not venture any opinion. Saroda Persaud Rai is a most intelligent person, and evidently takes a real interest in the school; what is better, he is every where well-spoken of throughout the district, and as he is both wealthy and influential in rank and family, his means of doing substantial good are perhaps greater than those of any other landlord in the district. He has a very pretty garden-house in the English style, and a hospital, I fancy; both of which I should have liked to see more at leisure.

* * * * * *

At Mosagaon there is a Government grant-in-aid vernacular school, maintained partly by the grant, and partly by subscriptions and school fees. The school-house is an open *patshala* within an enclosed courtyard, an arrangement much better suited I think to the habits of the people and the climate of the country, and much more economical than that of a house and bungalow. The registered number of scholars was 60, and the average attendance about 40.

The result of my examination of the school was as follows:

1st Class of 5 boys reading too fast, but fluent.
Understanding of ditto sufficiently good.
Writing good (from dictation.)
Arithmetic correct, and rapid.

Geography of Asia and Europe, principal cities, rivers, &c. indicated on the map, and by the points of the Compass, without the map generally correct.

2nd Class consisting of 5 boys:
Reading fair.
Understanding very indifferent.
Arithmetic and spelling correct, and rapid.
Geography of Europe and Asia middling.

3rd Class consisting of 16 Boys:

Reading too fast, and understanding middling

Writing from dictation, rapid and good.

Simple Arithmetic and Spelling, ready and correct.

Geography of Asia, very little knowledge

4th Class consisting of 5 boys:—

Writing and Simple Arithmetic and Spelling ready and correct.

No knowledge of Geography.

Reading and understanding of it very middling.

5th Class consisting of 10 boys:—

Reading fair, unable to explain it.

Spelling ready and correct.

Simple Arithmetic middling.

6th Class consisting of 14 boys:—

All very young, and only knowing the Alphabet.

There was a want of discipline, I think, and the manners of both masters and boys were disrespectful, and on my first entry into the school almost insolent, especially those of the Head-Master, Omesh Chunder Chatterjee, and when I asked the names of the 3 boys in the school whose general conduct was the best, whose attendance was regular, and whose application to lessons was the steadiest, I was not satisfied with those selected, and almost forbore from giving the prize books I had with me. The boys selected were all of the Brahmin caste, and the selection seemed to be dictated by a wealthy zemindar, who was present, and whose manners were throughout particularly offensive. There were no low caste boys in the school, and Brahminical influence was certainly supreme, and the absence of discipline, and respectfulness above remarked, was, I think, a consequence of that supremacy.

The zemindars present petitioned me to help them to an English Master, but I impressed upon them that thay must help themselves. I offered however as a private individual Rs. 5 a month as a subscription.

* * * * * *

On the 30th I found time for a hasty inspection of a Government grant-in-aid model vernacular school at Amadpore, distant some 2 miles.

The school is numerically the largest that I have as yet seen, the registered number of scholars being 105, and the average daily attendance

being asserted to be proportionately large also. The numbers in each class are as follows :—

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1st Class, | ... | ... | 20 | 5th Class, | ... | ... | 10 |
| 2nd „ | ... | ... | 10 | 6th „ | ... | ... | 14 |
| 3rd „ | ... | ... | 15 | 7th „ | ... | ... | 21 |
| 4th „ | ... | ... | 15 | | | | |
| | | | | | | | 105 |

The school-house is built of mud, with a thatched roof, and is divided off into several compartments, opening out into one another, an excellent arrangement in order both to maintaining the distinction of classes, and to preserving a better discipline.

I had only leisure to examine the 1st and 2nd classes, and to ask a few questions of the masters regarding the School generally. The boys are principally of a caste called *Barooih*, or Traders, the Brahmins and Kayasts come (about equally) next in numbers, and there have been castes as low as the *Kāmārs* and *Tantis* in the School. I suspect that below the 5th Class only the simplest reading and spelling, and that in the 7th Class only the alphabet were known. The average ages of the boys seemed to me to run between 8 and 12, but there were some very "old" boys indeed, and some quite children again.

In the first class the reading was distinct, the stops being well marked, but only two out of 19 boys present at all understood what they read (Robinson Crusoe in Bengalli ) In the second class reading was indifferent, the understanding *nil*. In both classes the spelling was ready and correct, and the explanation of words generally right. Writing from dictation was also very clear and rapid, especially in the second class. Simple arithmetic was correctly but not rapidly summed in both classes.

The Geography, with corresponding indications on the maps of Europe in the first, and of Asia in the second classes, was generally correct and ready, in the cases of principal towns, rivers, and so on.

There was no knowledge of history.

* * * * * *

*January 1st to 5th*, 1859.—Mymaree viâ Buhar to Culna 20 miles. I had to inspect here the offices of an Abkaree Darogah and a Sale-

Commissioner, and I took the opportunity of visiting an English School (towards the erection of the school-house of which the Maharajah of Burdwan gave Rupees 200,) maintained by the assistance principally of Mr. Sawyers, the Honorary-Magistrate, who assisted to build the School-house, and subscribes monthly, and of the Moonsiff of Culna, Ramtaruck Rai.

* * * * * *

Mr. Sawyer's school is by far the best I have as yet inspected. It numbers 40 scholars subscribing a minimum of 8 annas a month in the English, and I think 10 annas in the Bengalli department, of whom the greater number are regular attendants. The chief part of the scholars are Brahmins, but all castes, even to the Moochees, are freely admitted, and as low as the Bagdahs are at present actually represented in the school.

There are two English and I think Bengalli masters, and the knowledge of the boys in English grammar, etymology, rudiments of history, and of geography, was extremely creditable, and their intelligence and apparent desire for knowledge very remarkable.

The boys' manners too, and their discipline were alike good, and the mode of teaching of the head-master, and his own acquirements and intelligence, shewed that he was the person to whom the chief credit of the school was due. The school-house is a most substantial building, and admirably clean and neat.

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At this place Poorbostullee there is a Missionary school, under charge of Mr. Hasell, of the Church Missionary Society, at Kishnagore. It has been established 3 years, but comparing it with the Government grant-in-aid schools that I have inspected elsewhere, I cannot say that the progress of the boys is rendered favorable by the contrast, but the school has only lately had the benefit of more than one master, and the number of boys had always been very great, and now amounts to 129, with an average daily attendance of 104, and is increasing. All castes, as low as the Tanties, are plentifully represented, and there does not appear to be any unwillingness on the part of boys of higher caste to be brought in contact with those of lower castes, and the fact of the former description of boys being permitted to attend the school involves the consent of their parents to their being treated only on an equality with lower castes boys.

In more than one of the Government grant-in-aid schools that I have visited, I have observed the influence of caste, and the evident desire and power of the higher castes to exclude the lower. The desire is easily accounted for, the power lies in the comparatively greater wealth of the higher caste families, enabling them first by the institution and principal support of the schools, to influence, if not to direct, their management, and, secondly, to furnish the great majority of scholars. Families below the rank of Kayasts have rarely the means to pay even the few annas required per month for their children's schooling. At schools such as that established by the Church Missionary Society at Poorbostullee no schooling fees are required, and boys of all castes are admitted freely. There is one Christian and one Heathen teacher, and no distinctions, that I could observe or hear of, are made between the castes. They sit side by side, and the best and most intelligent boys are those who receive the most distinction.

It seems to me that a very severe blow is thus being inflicted upon caste distinctions. Boys of all castes are hereby taught, that the only distinctions between them are those of good conduct and superior application or intelligence, as opposed to the opposite qualities, and it must tend to destroy mere birthright distinctions when boys are brought in the habit of considering other and better distinctions superior to them.

* * * * * *

At Cutwa, the school has been established, and a capital pucka bungalow, well furnished, and kept exquisitely neat and orderly, for it was built, at an expense, I was told, of some 4,000 Rupees, entirely by the inhabitants of Cutwa, and within the last two years, the excellent Deputy Magistrate originating and principally sustaining the Institution. English and the Vernacular are both taught.

There are 82 scholars, and a daily attendance of about 72. The school is kept up by subscriptions and school fees. About one-half the boys are of the Brahmin caste, the rest are principally Kayasts and Buneeahs, but there are a few of a caste as low as the Tanties. There are three English teachers and one pundit, on salaries of rupees 25, 12, 6, and 8 a month respectively.

I examined the first class thoroughly in reading, grammar, spelling, explanation of reading, and the rudiments of geography in English. The result was most satisfactory, specially, and more so than I have

seen it elsewhere, in the explanation of what was read, the boys having evidently been taught to think and recollect what they read.

* * * * * *

I held on the 29th a cursory examination of the Government grant-in-aid vernacular school at Bhedeah. There were 31 out of 48 registered scholars present.

There are two masters in the school, on Rs. 20 and Rs. 5 a month only, and the school was established in June 1858. The head-master is a very intelligent man, but the school seems rather to languish. The boys generally did not shew much intelligence or desire to learn, and the school building was very much out of repair and inferior of its kind. The explanation I believe to be that there are no talookdars of any wealth or influence in the neighbourhood, and something too must be allowed for the recent establishment of the school. The castes of Brahmins, Sudgopes, Kayasts, and Buneeahs seemed about equally represented in the school. The reading, writing, and simple arithmetic of the scholars were very creditable, considering the recent establishment of the school. It is worthy of remark I think, as evidencing the independence of the schools of the district generally, that, here for the first time I was directly asked to contribute to the maintenance of one. I was very glad to do so in this case, for it seemed to me one in which pecuniary aid was really required from without, but as a rule, I feel convinced it is best for the people of the country to endeavour to make them self-reliant. A sort of habit seems to have been engendered in the country of looking up to Government both for the institution and maintenance of all beneficial works, it is full time that the natives should learn, that even had Government more means than it has at its disposal, still it must be by individual exertions and private enterprize principally that personal interests and individual benefits are secured. As this is the last of the Government grant-in-aid schools that I shall visit during this tour, I take the occasion to make a few general remarks, shewing the result of my impressions of such schools in this district.

And I have no hesitation in saying that I think education generally by means of Government schools has made and is making rapid and sure strides, and those in the most needed direction, viz. in the reading and writing of the vernacular, and in simple arithmetic, and I do not recollect one Government school, however lately established, in which

the majority of the scholars, did not read, write, spell, and do simple arithmetic rapidly, accurately, and distinctly; and it is almost a truism to add that there was almost every where exhibited amongst the scholars the utmost eagerness to learn, and especially to learn the English language.

In detail, I think the schools were wanting in attention to the point of making the scholars comprehend what they read, and in the elements of learning they are wanting in the points of discipline and of right moral training. Self-interest, almost universally taking the form of Government employ, is considered and is allowed to be considered the chief aim of learning, and the scholars are never seemingly taught the principle that the true end of learning is the better moral conduct of their own lives, both in their families and in their relations with others.

And the want of strict physical discipline is also I think very crying. As a general rule the scholars seemed to attend or not at their own pleasure, or that of their parents, and even during my examinations, where some sort of respect might have been expected to have been inspired, there was much noise, talking and laughing, and very little respect for the masters observable amongst the scholars.

I don't say that this state of things is not in great part unavoidable in the present state of social life in Bengal, and in the present embryo condition of the Government schools generally, but I think it *is* the state of things, and is to be noted and lamented, and I believe it is not altogether irremediable.

When one man or one class of men maintains chiefly a system of schools, it is self-evident that the school-masters cannot be as independent as they should be, but it seems to me that the Inspectors of Schools might enlist this class of men on the side of discipline and order, by pointing out to them that the maintenance of such discipline is for their own benefit in the persons of their children, whose better moral education is involved in it, and perhaps the Inspectors might with this end in view ask the principal persons, by whom any school is maintained, to be present at the periodical inspections of such school, and might take these opportunities of interesting them in the maintenance of better discipline amongst the scholars, and in the support of school-masters' authority generally.

In the present social condition of the natives of Bengal generally, one must almost despair of any practical appreciation amongst any classes,

and consequently of any systematic teaching of the true end of learning. Constant intercourse between Inspectors, Sub-Inspectors, and School Masters, will effect some thing towards this desirable end, but so long as there is no stability of right moral principle in the people taught and in their more immediate Instructors, there cannot be any effective right moral instruction.

And it is in this point of moral instruction that the Missionary schools, that I have seen, seem to have the superiority over the Government schools. In point of mere acquirement of knowledge the Government schools seem to me to have the advantage, and this because they offer better salaries, and thereby secure better instructed men in the scholars' immediate Teachers.

All of us, officers of Government, if we made it a point during our district tours to visit, with real interest and a desire for their improvement, any Government Schools that we might come across, might help much to their improvement in moral instruction and better discipline.

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# COLLEGE REPORTS.

## PRESIDENCY COLLEGE.

### FROM THE REPORT OF THE PRINCIPAL, MR. J. SUTCLIFFE, M. A.

THE Session under report commenced on 1st May 1858 and terminated on 31st March 1859.

This alteration in the length of the Session was necessitated by a change in the time for holding the University Examinations.

The increase in the tuition fee from 5 Rs. to 10 Rs. a month, which took effect from the commencement of this Session, caused a marked diminution in the number of applicants for admission into the General Department, as will be seen from the following comparative Tabular Statement.

| Department and Class. | No of Students Session 1857-58; 30 April 1858. | Ditto Ditto Session 1858 1859, 31st March 1859. |
|---|---|---|
| General Dept 1st year, ..... | 94 | 34 |
| " 2nd " ..... | 41 | 37 |
| " 3rd " ..... | 26 | 17 |
| " 4th " ..... | 4 | 13 |
| Total, ..... | 165 | 101 |
| Law Dept. 1st year, ..... | 9 | 15 |
| " 2nd " ..... | 20 | 13 |
| " 3rd " ..... | 19 | 20 |
| Total, ..... | 48 | 48 |

These are classified as follows :

| *Law Department.* | *Session.* 1857-58. | *Session.* 1858-59. |
|---|---|---|
| Pay, | 40 | 45 |
| Scholarship holders, | 8 | 3 |
| Total, | 48 | 48 |

| *General Department.* | *Session.* 1857-58. | *Session.* 1858 59. |
|---|---|---|
| Pay, | 89 | 36 |
| Scholarship holders, | 76 | 65 |
| Total, | 165 | 101 |

In addition to the above there were 36 out-students, who attended particular courses of lectures as noted below :

| | |
|---|---|
| 3rd Year Law Department, | 1 |
| 2nd " " | 4 |
| 1st " " | 21 |
| 2nd Year General Department, History and Literature, | 6 |
| 1st " " | 4 |
| Total, | 36 |

The Inspector of East Bengal in his last published Report noticed at some length the general opinion of the public, as to the class of Pupils receiving education at this College, and he is right in stating that a large proportion of them are not the sons of the wealthiest citizens of Calcutta. The Students chiefly belong to the middle class of the Native community, and there can be no doubt, that to many, who would

otherwise have given their sons the advantage of a college education, the increased fee was an insuperable bar. It is true that a larger proportion of the sons of wealthy men are to be found in the Presidency College than in any similar institution in Calcutta, but this, from the very nature of the case, might be expected. The declared object in establishing the Presidency College was to place "the educational Institutions of the capital on a footing adequate to the wants of the community and worthy of the Government of the East India Company."

Had the College failed to attract students from the wealthiest classes, it would not have carried out the designs of its founders, it would equally have failed had the wealthiest classes monopolized it as a place of education. The truth is, that all classes are represented in its Lecture Rooms, and the mofussil no less than the Capital. That the Institution is an expensive one cannot be denied. Such institutions are necessarily expensive, and the time is far distant when a College in India imparting the highest order of education, can become self supporting. Mr. Woodrow also in the same report discusses the question of competition between Government and private enterprize. In the matter of College education no competition can possibly exist. Not only does the Presidency College impart a higher order of education than any private or Missionary institutions, which are intended for the education of natives, but its fees are considerably higher. In fact, education in the one commences at the point where it is generally discontinued in the other.

* * * * *

Forty candidates (of whom three were ex-students) presented themselves from this College at the University Entrance Examination, and the following is the result ;

| | |
|---|---|
| Passed 1st Division, ..... | 26 |
| 2nd ditto, ..... | 12 |
| Plucked, ..... | 2 |
| Total, ..... | 40 |

The credit attaching to this result rests mainly with the students themselves. The entrance subjects form no part of the course of study pursued at the College, and the students went up to the Examination self prepared. Probably in no future year will there be so large a number of Entrance candidates from this College, as students will generally have passed that Examination, before presenting themselves for admission.

Fourteen students went up to the recent Examination for the degree of B. A. of whom two were ex-students, two were from the 2nd year Law class, one from the 3rd year General department, and the remaining nine were final students. Eight of these passed the Examination successfully, three being placed in the 1st division and five in the second, the other six were plucked.

The names of the successful candidates are

1st Division.

1. Bholanath Paul
2. Hem Chunder Baneerjea.
3. Tara Persad Chatterjee.

2nd Division.

1. Lall Gopaul Dutt.
2. Pertab Chunder Chatterjea.
3. Ramlall Mookerjee.
4. Radha Gobind Moitree.
5. Srees Chunder Ghose.

The result of the Examination for the degree of B. L. has not been equally satisfactory. Twenty-one Students presented themselves at the Examination of whom only three have passed. It is believed, however, that the Standard adopted by the Examiners was unusually high and consequently that the failure was more apparent than real. The names of the successful Students are

1. Annondo Gopal Paulit.
2. Cally Churn Ghose.
3. Debender Narayan Bose.

The Director of Public Instruction in his letter No. 20, dated 17th January 1859, intimated that irrespective of the result of the University Examination in Law*, he was prepared to grant such a Diploma in Law to final students, who in the opinion of the Professors displayed a creditable proficiency, as would give them the privilege of practising in the Sudder Court. Accordingly an examination was held by Mr. Montriou and Mr. Boulnois to enable them to submit a list of qualified candidates. Some irregularity however, occurred in the Examination, which on being brought to the Officiating Director's notice, led to the Examination being cancelled.

The Examination in the General Department for promotion and retention of Scholarships was conducted by the Professors of the College according to the following plan ;

1st Year.

| | |
|---|---|
| Mr. Hand,..... | Literature. |
| Mr. Masters, ..... | History. |
| Mr. Sutcliffe,..... | Mathematics. |
| Baboo Ramchunder Mitter,.... ..... | Vernacular. |

* This is not quite correct. Nothing was said by the Director about granting a "Diploma" or acting "irrespective of the result of the University Examination"; the letter referred to is here appended, and it may be mentioned that the "certificates" therein spoken of were in reality such as all College Students might claim under existing Rules. See Rules given at p. 5, Appendix B. to General Report for 1857-58.

No. 20

To J. Sutcliffe, Esqr

*Principal, Presdy. College.*

Sir, *Dated, 17th January* 1859.

In reply to your letter No. 24. dated 29th ultimo (with enclosure) I have no hesitation in stating, for the satisfaction of the Law Students, that such of them as complete their College course satisfactorily and exhibit creditable proficiency in all the prescribed subjects of Study should be deemed entitled to certificates of the same kind as those that were granted to certain of the 3rd year students of last session under the terms of my letter No. 1362 dated 3rd of June last.

I have, &c.,

W. G. Y.

*D P. I.*

3RD YEAR.

| | |
|---|---|
| Mr. Sanders,..... | Literature. |
| Mr. Cowell. ..... | History. |
| Mr. Jones,..... ..... ..... | Mental and Moral Philosophy and Logic. |
| Mr. Sutcliffe, and Dr. Halleur, | Natural Philosophy. |
| Baboo Ramchunder Mitter,..... | Vernacular. |

The number of students in the 1st year that went up to the examination was 34, of whom 24 were Junior Scholarship holders, and the rest pay students. Thirteen of the Scholarship holders retained their Scholarships,—ten forfeited, and one Scholarship lapsed having been made tenable for one session only. The result of this examination was by no means satisfactory, and the Professors are unanimously of opinion that the attainments of this class are very much below the average of former years.

The result of the examination of the 3rd year students was highly satisfactory, and there was no forfeiture of Scholarships. The number of students in the class was 17, of whom 16 were examined and one was sick.

Mr. Woodrow, Mr. Lodge, Reverend O'Brien Smith.

The 2nd year students were examined in the Senior Scholarship subjects by the examiners noted in the margin and out of 36 candidates 12 were declared to be entitled to Senior Scholarships, there were only eight Scholarships vacant, and they have been awarded to the following;

1. Prosunnocomar Bose.
2. Romanath Nundy.
3. Omritolall Chatterjea.
4. Opendernath Mitter.
5. Judunath Mokerjea.
6. Ramrutton Mozumdar.
7. Issen Chunder Chuckerbutty.
8. Gunga Persad Mookerjea.

The undermentioned boys would have been elected Scholars had there been vacancies :

1. Jogender Chunder Ghose.
2. Mudhusudon Ghose.
3. Heraloll Banerjea.
4. Ahmed.

The 1st and 2nd year Classes of the Law Department were also examined by Mr. Montriou and Mr. Boulnois and Mr. Montriou reports as follows.

" Of the first year or class, 28 Students were examined on the 4th and 5th March, upon the questions annexed. Of these, I regret to say, I feel compelled to reject 9, as unfit to proceed to the duties of the 2nd Class and year. These have shewn either a culpable ignorance or a manifest incapacity."

" Of the remaining 19, seven deserve to be mentioned with eulogy, as evincing, by their answers more than average diligence and ability. Their names are

Anondo Lall Sen.
Calicadass Dutt.
Doorgamohun Dass.
Judoonath Chatterjee.
Rajendernath Bose.
Romesh Chunder Mittre.
Tarucknath Dutt."

" With all that can be done by a Professor, the Bengali student of Jurisprudence is placed at a disadvantage. Whether listening to oral expositions, or studying the works of standard writers, he cannot be perfectly at home or at ease in the formation or reception of new ideas.

The best of the College Scholars have not, as far as my experience enables me to judge, an Englishman's knowledge of English (I speak not of course of the *degree* but of the *kind* of knowledge) They may have critical knowledge (far surpassing that of many educated English gentlemen) of standard English writers ; they may be able to handle with tolerable skill the Latin and Greek compounds of the English language and yet they neither think in English, nor can write a pure English style.

To reason therefore in English upon a strict philosophical subject, to be analytical, logical, intelligible, when expounding and illustrating the first great truths and principles of jurisprudence, would seem to such an one, an

almost impossible task. The seven above named have to a considerable extent overcome the difficulty."

The rejected examinants are

1. Biressor Bose.
2. Huran Chunder Mittre.
3. Juggutindernaryen Bose.
4. Mohendernath Roy.
5. Nobo Comar Mookerjee.
6. Prosad Dass Mullic.
7. Prosunno Chunder Mookerjee.
8. Prosunno Comar Bagchee
9. Sarada Bhooshun Saniel."

"In the 2nd year or class there were 11 examinants."

"Of those Chater Gregory merits special mention for his general superiority"

"Kissendyal Roy, Shib Chunder Mozoomdar and Shomenath Mokerjea have not by their answers, earned promotion to the 3rd Class."

"Mr. Boulnois and myself both proposed, with reference to the rejected examinants, to have intermediate or occasional lectures and examinations adapted to them alone, which they shall be required to attend in addition to those of the year and class in which they are retained respectively."

Revised Rules for regulating the issue of books from the Library have been forwarded by the Director of Public Instruction, and are now in operation. All students taking books from the Library are required to make a deposit of Rs. 10 which is returned on their producing a certificate from the Librarian, that he has no claim against them. Callydoss Chatterjea has been appointed Librarian in place of Callydoss Mozendur; and the necessary security bond has been given. A Government Note for Rs. 500 has also been deposited by the new Librarian. The books in the Library have been registered, numbered and lettered, and the catalogue, when complete will be printed. During the session additional books have been placed in the Library amounting in value to Rs 897-11-6.

A list of the Philosophical Apparatus belonging to the College was prepared by Dr. Halleur at the close of the session.

The classes are still held in the house formerly occupied by the Principal of the Hindu College and much inconvenience results from the

continued occupation of the College building by the Military Department.

The building has for sometime past been converted into a Hospital, and it is to be feared, that, unless under positive instructions from Government, the Medical authorities will not very soon vacate so convenient a building.

The conduct of the students during the session has given entire satisfaction.

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# COLLEGE OF MOHOMED MOHSIN AT HOOGHLY.

FROM THE REPORT OF THE OFFICIATING PRINCIPAL, MR J. GRAVES, B. A

* * * * *

The acquirements of the 1st year students were tested by the Principal and Professors of the College, and the following Scholarshipholders of the past session were recommended to retain their Junior Scholarships.

| | |
|---|---|
| Ughorenauth Ghose, ..... | Recommended to retain Junior Scholarship of the Hooghly branch School. |
| Rakhalchunder Mazumdar,..... | |
| Romanath Seal,..... | Ditto Ditto of the College. |
| Brojendro Coomer Seal,..... | |
| Benudbehary Bisswas, ..... | Ditto Ditto of Rajah of Burdwan's School. |
| Kallycoomar Koondoo, ..... | |

# DACCA COLLEGE.

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## FROM THE REPORT OF THE PRINCIPAL, MR. W. BRENNAND.

* * * * *

In numerical strength the College and its School are nearly as they were at the beginning of the session. Some diminution has taken place in the lower classes of the Collegiate School, caused partly by the fees being higher than in other Schools, but principally by the great facility that is now afforded for the education of very young children in the numerous elementary Schools recently established in Dacca and its vicinity. Parents are naturally reluctant to send their young children to a distance, where they would have to be mostly under the care of strangers, and in many cases they have preferred keeping them at home till they were too old for the elementary classes, to the inconvenience that would have attended sending them to Dacca. The admissions have therefore been mostly to the higher classes of the School, the candidates for admission having previously qualified themselves to enter such classes in other Schools.

Of the students who have left during the year, the following are among the most successful who have obtained employment.

| | |
|---|---|
| Kasseekant Mookerjee, ... | Head Master, Pogose School, 60 Rupees. |
| Tarriny Prosaud Roy, ... | Head Master Government aided School in Takee, Zillah Barraset, 60 Rupees. |
| Ishur Chunder Naug, ... | 2nd Master Noakhally School, 50 Rupees. |
| Bhugwan Chunder Chuckerbutty, ... ... ... | Officiating Master Dacca Collegiate School. |
| Dwarkanauth Roy, ... | Teacher of the Juvenile Class, Pogose School, 30 Rupees. |

| | | |
|---|---|---|
| Ruttun Mony Goopto, | ... | Private Master. |
| Turrucknauth Sein, | ... | 4th Master Pubna School, 25 Rupees. |
| Parbutty Churn Banerjee, | ... | Head Master Private School, Sherepore. |
| Govind Chunder Doss, | ... | Master Private School, Sylhet. |
| Mahomed Azghur, | ... | Private employment. |
| Sharoda Prosaud Roy, | .. | Assistant to the Electric Telegraph Department, 100 Rupees. |
| Sharoda Prosaud Dey, | ... | Assistant to the Railway Department. |

It is to be regretted that few Junior Scholarships have been awarded to the pupils of Zillah Schools for several years ; out of 46 scholarships allotted to such schools and to private schools generally, that are tenable at the Dacca College, only seven have been filled during the past year. The college classes have been dependent therefore for augmentation principally upon the Collegiate School, and with the continual demand upon them, for educated youths for the public service, and for mercantile and other pursuits, these classes have not been so large as could have been desired, the amount of labour that has been bestowed upon classes of five or ten students might have been expended with equal advantage upon classes of three or four times the size.

It may not be out of place here to suggest that the test of passing successfully the University Entrance Examination is too high for many of the zillah schools, and that a modification of the scholarship rules is desirable, or at least that some other means of encouragement for the pupils of such inferior schools is needed ; such encouragement might possibly be afforded by allowing the most promising pupils of zillah schools to enter the first class of a collegiate school on easier terms than other students and by allowing them also to contend for the scholarships of their own schools respectively after they had been one year in that class.

At the commencement of the Session 1858-59, the military authorities required several houses for the accommodation of a portion of H. M. 19th Regt. and by order of the Honorable the President of

the Council of India in Council, the College building was taken up as a house suitable for the purpose. Much inconvenience in consequence has been caused from the great scarcity of houses suitable for the purposes of a College. The only building that was at first available was at a great distance from that part of the town where the students and masters principally reside, and on its being occupied, it was found to be too small, and in other respects unsuitable for the accommodation of the two departments. Another house afterwards becoming vacant, the College and a portion of the school were removed to it, and part of the inconvenience that had been felt was thus removed. But with the small staff of officers attached to a mofussil College, it is difficult to give efficient superintendence to the school when it is in a detached building, and, as in this case, at a great distance also from the one in which the College is accommodated. It was expedient therefore to obtain another house, more conveniently situated, and such a house having fallen vacant near the end of the year, the junior school was removed to it. Objections have been urged against this house that it is too small, that the rooms are confined and ill ventilated, and that it is greatly in want of repairs; but it does not appear that any better arrangement can be made at the present, than the one which exists.

The philosophical apparatus has been increased by the addition of a valuable Camera with the necessary frames, baths &c., for photographic pictures on glass and on paper. The other apparatus and instruments are nearly in the same condition as they were at the beginning of the Session.

* * * *

Examinations.

The Senior Scholarship Examination was conducted simultaneously with those of the other Colleges in the beginning of April, the results of this examination have not yet been received.

The 1st and 3rd year students of the College were examined as usual by the officers of the College. The progress of the students of the 3rd year class as determined by the results of these examinations has been good in all the subjects studied during the year. The 1st

year students have also made good progress in the study of English and in History, but in Mathematics and in the Vernacular the results were not so satisfactory. In Mathematics the failure must be attributed in a great measure to the changes in the Masters during the year occasioned by the death of Mr. Robinson, and the sickness and resignation of Mr. Brownlow.

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# KISHNUGHUR COLLEGE.

## FROM THE REPORT OF THE PRINCIPAL, MR. A. SMITH, M A.

Schooling Fees.

The amount of Schooling Fees, including fines realized between the 1st May 1858 and 31st March 1859 is Rs. 6,564-0-0, whilst the amount collected in the corresponding 11 months of the previous year of 1857-58 was Rupees 5,401-12-7. There has been an increase therefore in the above period of Rupees 1,162-15-5.

No. of Students.

As may be inferred from the above, the number of pupils on the Rolls at the close of the late Session exhibits a large increase. On the 30th April of the year 1857-58, the pupils in the College and Collegiate School together amounted to 221, on the 31st March of 1858-59, i. e. the end of the late Session, the total number of students was 288.

Employment of Ex-pupils.

The subjoined is a list of pupils that have left the College and obtained employment in the course of the year.

Grishchunder Bose, 3rd year class, Naib Darogah in the Jail of Zillah Jessore, salary Rupees 15.

Protabchunder Singh, ditto, Writer in the Eastern Bengal Railway, salary Rupees 50.

Sheetanauth Banerjia, 3rd year class, Naib Darogah of Thannah, Bagdah Zillah Nuddea, salary Rupees 40.

Protabchunder Dhole, 2nd ditto, 2nd Teacher of Government Aided School in Burdwan, salary Rupees 40.

Hurrokant Bagchee, 2nd ditto, Naib Darogah in Zillah Moorshedabad salary Rupees 40.

Issenchunder Mookerjia, 2nd ditto, writer in the Bullock Train Department Raneegunge, salary Rupees 65.

Dwarkanauth Roy, 1st ditto, teacher of a private School Jaunuggur.

Baneemadub Biswas, 3rd class Collegiate School, Naib Darogah of Thannah Ranaghat Zillah Nuddea, salary Rupees 30.

* * * *

**Examinations.**

The Senior Class of the College consisting of 13 boys* produced 9 candidates at the Senior Scholarship Examination, the result of which has not yet been made known—One candidate became seriously ill after the 1st two days and was compelled to desist from all further exertion. The subjects studied were those prescribed by the University for all the Government Colleges.

The examination of the 1st year students in Literature was conducted by J. J. Halls, Esquire, Civil Assistant Surgeon, by the Head Master in Mathematics, by the principal Sudder Ameen in the Vernacular and by the Principal in History. The subjects for the B. A. course determined the nature and amount of the studies of the class.

*History.*—With the exception of 3 boys who appeared to know nothing correctly, the class exhibited a satisfactory acquaintance with their History, and a capability of expressing themselves with tolerable clearness and precision. Two of their number, *viz.*, Moteeloll Sircar and Poreschunder Banerjia obtained the high number of 88 or 83 marks out of 100 respectively.

*English Literature.*—The Examiner in this branch remarks:

" The result I consider to be very creditable to the five or six boys whose names stand first upon the list according to the number of their respective marks. The papers of all of these students show that they must have carefully studied the subjects of examination, and some of the answers exhibit a thorough acquaintance with the meaning and spirit of the different authors from whose works the questions were taken.

Several of the first boys on the list also appear to possess considerable facility and correctness of quotation.

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* Two of these obtained Scholarships.

Lower down on the list, the answers of one or two evinced a certain amount of study and application, but little correct knowledge of the several subjects, while the three or four last, as may be seen by their marks, were totally unable to answer any question, and must I should imagine, be quite unfitted for the class of which they are members."

*Mathematics.*— "The answering" on the whole "says the examiner, was certainly satisfactory, though I was very much disappointed at finding that 3 lads completely failed, though their advantages had been equal to those of the 3 highest boys who answered excellently."

*Vernacular.*—The examiner says—"I examined this class in Bengali and I beg to remark with the greatest pleasure that with some exceptions the boys of this class passed a highly satisfactory examination of this class."

The names of the students are arranged according to the marks they have obtained in the examination.

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# BERHAMPORE COLLEGE.

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## FROM THE REPORT OF THE HEAD MASTER, MR. S. W. BRADBURY.

The College has suffered very much from changes that have continually been taking place.

* * * *

The number of pupils on the Rolls when the present Head Master took charge of the College was 229. It has now increased to 305, and daily applications are made for admissions, so that at least two more Masters are required, and one of these should be able to teach the Junior Scholarship course.

The following donations have been made during the past year for prizes.

| | | | |
|---|---|---|---|
| | | Rupees | 265 |
| Ranee Surnno Moye, | 100 | Baboo Greesh Chunder Ghose, | 10 |
| Rajah Prosunno Narain Dey, | 50 | „ Gobind Persaud Sein, | 5 |
| Baboo Nurendro Narain Roy, | 25 | „ Loht Mohun Roy, | 5 |
| „ Poohn Beharee Sein, | 20 | „ Bistochurn Nundy, | 5 |
| „ Bishumbhur Sein, | 20 | „ Sreekant Roy, | 5 |
| „ Shamachurn Bhutto, | 10 | „ Rajkishen Sein, | 5 |
| „ Umbicachurn Gangooli, | 10 | „ Eshan Chunder Roy, | 5 |
| „ Ramsoonder Sein, | 10 | „ Neemy Churn Sircar, | 5 |
| „ Kalachand Bose, | 10 | „ Bungsheedhur Sircar, | 4 |
| „ Heraloll Goopto, | 10 | | |
| Rupees, ... | 265 | Rupees, ... | 314 |

The Ranee's money has been spent at her request in the purchase of two Gold Medals. Rajah Prosunno Narain Dey's 50 Rupees was

awarded at his request as a scholarship of 4 Rupees a month, and at the request of Baboo Nurendro Narain Roy his 25 Rupees has been spent in the purchase of a Silver Medal. These Medals have been made by Messrs Charles Nephew and Co. the remainder of subscriptions have been spent in Books.

The only Class in the College Department consists of 7 first year Students who have studied during the past year the first year students course and they passed a very creditable examination.

# MEDICAL COLLEGE.

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## FROM THE REPORT OF THE PRINCIPAL DR W C. B. EATWELL.

The following is a list of the pupils of the English class at the close of the Session.

| | |
|---|---|
| Scholarship holders at 12 Rupees a month, . ..... | 37 |
| Stipendiary student, at 8 Rupees a month,..... | 1 |
| Free students, ..... | 72 |
| Ceylon students, ..... | 5 |
| Total, ... | 115 |

Of the Hindus there are :

| | |
|---|---|
| Brahmins, ..... | 36 |
| Koystos, ..... | 39 |
| Boydos, ..... | 10 |
| Sutgopes,..... | 2 |
| Weavers,..... | 1 |
| Kurmokars, ..... | 1 |
| Bankers, ..... | 3 |
| Khetrees,..... | 1 |
| Carpenters, ..... | 1 |
| Barbers, ..... | 1 |
| Total, .. | 95 |

In the Military or Hindustani Class, there are 78 pupils upon the pay of 5 Rupees, one free student, ten stipendiary pupils from Assam,

making in all 89. Of these 72 are Mahomedans and 17 are Hindus. Of the Hindu students there are :

| | |
|---|---|
| Brahmins, | 3 |
| Koystos, | 8 |
| Chutteries, | 1 |
| Koormees, | 2 |
| Aheerees, | 1 |
| Barbers, | 1 |
| Chummars, | 1 |

Twenty-five pupils are Natives of the North-Western Provinces and Assam, and 53 of Bengal.

In the Bengali Class, there are 47 Stipendiary pupils upon the pay of 5 Rupees a month, and 56 Free Students, making in all 103. Of these 102 Hindus and one Christian. Of the Hindu students there are:

| | |
|---|---|
| Brahmins, | 47 |
| Koystos, | 28 |
| Boydos, | 16 |
| Sutgopes, | 3 |
| Barbers, | 4 |
| Carpenters, | 1 |
| Oil Men, | 1 |
| Blacksmiths, | 2 |
| Total, | 102 |

*The following Tabular Statement shows the attendance of the pupils of the English Class during the Session* 1858-59.

| CLASS. | Number of Lectures. | Number of Students attending. | Total present at all the Lectures during the Session. | Total absent during the Session. | Daily Average. | |
|---|---|---|---|---|---|---|
| | | | | | Present. | Absent. |
| Anatomy and Physiology, | 70 | 45 | 2,912 | 238 | 41·60 | 3 40 |
| Descriptive and Surgical Anatomy, ... | 78 | 49 | 3,401 | 421 | 43·60 | 5·39 |
| Chemistry, ... | 88 | 48 | 3,716 | 508 | 42·22 | 5·77 |
| Botany, ... | 40 | 53 | 1,715 | 405 | 42·87 | 10·12 |
| Materia Medica, ... | 87 | 44 | 2,912 | 916 | 33·47 | 10·52 |
| Comparative Anatomy, | 40 | 26 | 943 | 97 | 23·57 | 2·42 |
| Medicine, .. | 80 | 34 | 2,602 | 118 | 32 52 | 1 47 |
| Surgery, ... | 73 | 36 | 2,497 | 131 | 34 20 | 1·79 |
| Midwifery, ... | 74 | 13 | 840 | 122 | 11·35 | 1·64 |
| Medical Jurisprudence, | 57 | 16 | 753 | 63 | 14·76 | 1·23 |
| Ophthalmic Medicine and Surgery, ... | 45 | 16 | 708 | 12 | 15·73 | 0·26 |

## *RETURN of Specimens presented to the Museum during the year* 1858.

| Date. | Preparation. | Donor. |
|---|---|---|
| 1858. | MORBID ANATOMY. | |
| Jan. 6, | Hypertrophy of heart, ... | Tumèez Khan, Sub-Asst. Surgeon. |
| Ditto „ | Tuberculous lymphatic Glands, | Nimchund Goopta, Student. |
| Feb. 20, | Encephaloid cancer of lung, ... | Dr. Baily. |
| Ditto „ | Ditto of liver, ... | Ditto. |
| March 2, | Odema Glottidis, ... | Dr. Webb. |
| Ditto 10, | Gangrene of right foot, ... | Professor O'Shaughnessy. |
| Ditto 17, | Tumour of lower jaw, ... | A. Solomon, Sub-Asstt. Surgeon. |
| April 16, | Hypertrophy of spleen, ... | Dr. Goodeve. |
| Ditto 20, | Round worms from stomach and Intestines, ... | Dr. Wilson. |
| May 19, | Portion of liver shewing obliteration of Vena Cava in its passage through Diaphragm, ... | Dr. Webb. |
| Ditto 20, | Melanosis of Glands of Groin,... | Dr. Webb. |
| Ditto „ | Section of skull with several sabre cuts, .. | Dr. N. Chevers. |
| Ditto „ | Diseased bladder and Urethra,... | Dr. W. A. Green. |
| Ditto „ | Incised wound of the prepuce of boy, on whom circumcision has been performed, ... | Dr. Baily. |
| Ditto 31, | Ovarian cysts of the size of hens eggs, shewing the commencement of ovarian dropsy, ... | Mr. Vanderstraaten, Student. |
| Ditto „ | Dilatation of pulmonary Artery near its bifurcation, ... | Ditto. |
| June 3, | Perforation of the stomach, ... | Dr. Goodeve. |
| Ditto „ | A large renal cyst, ... | Ditto. |
| Ditto 18, | Heart with Valvular disease, ... | Ditto. |
| July 30, | Laceration and division of spinal cord of cervical region, the effect of fracture of Vertebra, | Dr. Wilson. |
| Ditto „ | Fracture of 5 and 6 cervical Vertebra, ... | Ditto. |

| Date. | Preparation. | Donor. |
|---|---|---|
| August 3, | Renal calculus, ... | Tumeez Khan, Sub-Asst Surgeon. |
| Ditto 9, | Necrosed tibia, .. | Dr. Harrison. |
| Ditto ,, | Polypus of Uterine, ... | Dr. Baily. |
| Ditto ,, | Cancer of penis, ... | Dr. Webb. |
| Ditto ,, | Diseased Spleen, ... | Dr. Palmer. |
| Ditto 21, | Absess of liver opening into right lung, ... | Dr. Eatwell. |
| Sept. 6, | Brain with a large coagulum on the right Hemisphere, ... | Mr. Mackertich, Student. |
| Ditto ,, | Hypertrophy of left Ventricle, | Ditto. |
| Ditto 10, | Hypertrophy of heart with disease of Aortic Valves, ... | Dr. Eatwell. |
| Ditto ,, | Fracture of upper part of femer with partial union, | Ditto. |
| Ditto ,, | Head of humerus from a case of compound fracture of neck of the bone, ... | Dr. Harrison. |
| Ditto 27, | Tumour (Tuberculous?) of Kidney, ... | Dr. Macpherson. |
| Oct. 27, | Tubercular deposit on the peritoneal coat of intestines, ... | Dr. Eatwell. |
| Nov. 3, | Fibrous Tumour connected with Stomach, ... | Mohendro Lall Sircar, Student. |
| Dec. 17, | Ulceration of fauces and destruction of soft palate, ... | Nilmadhub Mookerjea, demonstrator |
| 1857. | COMPARATIVE ANATOMY. | |
| Aug. 27, | Argus Pheasant, ... | Supdt Barrackpore Park. |
| Sep. 15, | Common Country Bat, ... | Purchased. |
| Ditto ,, | Ditto ditto Weazle, ... | Ditto. |
| Ditto ,, | Porcupine, ... | Ditto. |
| Ditto ,, | Fox, ... | Ditto. |
| Ditto ,, | Malabar Squirrel, ... | Mr Montairo. |
| Ditto ,, | Common rat, ... | Ditto. |
| Ditto 20, | Eight horns of Deer, ... | Lord A. Hay. |
| Ditto 25, | Four Skulls of Antilope, ... | Ditto. |
| Ditto ,, | Horn of ditto, ... | Ditto. |
| Ditto ,, | Skull of Buffalo, ... | Ditto. |
| Dec. 26, | Platuntia Gangetica, ... | Purchased. |
| Ditto ,, | Fœtus of ditto, ... | Ditto. |
| Ditto ,, | Common kite, ... | Mr Montairo. |

| Date. | Preparation. | Donor. |
|---|---|---|
| Dec. 26, | Asteria Javanica (owl,) .. | Dr. S. G. Chuckerbutty. |
| Ditto ,, | Common Duck, ... | Purchased. |
| Ditto ,, | Toad, ... | Dr. Crozier. |
| Ditto ,, | Two Frogs, ... | Purchased. |
| Ditto ,, | Skull of Cobra de capella, ... | Ditto. |
| Ditto ,, | Common Crow, ... | Ditto. |
| 1858. | | |
| Jan. 1, | A species of Australian Parrot, | Supdt. Barrackpore Park. |
| April 14, | A Common Country Pigeon, ... | Purchased. |
| May 15, | Asteria Javanica, (owl,) ... | Mr. Montairo. |
| June 10, | River Turtle, ... | Purchased. |
| July 30, | Black Leopard, ... | Supdt. Barrackpore Park. |

Dr. Harrison, the Professor of Descriptive and Surgical Anatomy and of Clinical Surgery, was compelled in the month of October to seek a temporary change of climate for the benefit of his health, having returned to the College in the Month of January 1859.

* * * *

Dr. Harrison was an accomplished Anatomist, and a cool and safe Surgeon, whilst his courteous and gentlemanly manners rendered him a colleague with whom it was at all times a pleasure to work.

After the departure of Dr. Harrison in October 1858, the course of Lectures in Descriptive and Surgical Anatomy was taken up by Professor Archer at a moment's notice, and most creditably brought nearly to a termination, before the arrival from England of the Gentleman appointed to succeed to the chair of Anatomy.

That portion of Dr. Harrison's appointment which included the Professorship of Clinical Surgery, and the charge of the Surgical Wards in the hospital, devolved upon Dr. Playfair, the House Surgeon of the Hospital.

Dr. Playfair, though a very young Assistant Surgeon, had shewn himself quite equal to the important charge temporarily bestowed upon him, and the result fully justified the expectation formed of him.

Professor O'Shaughnessy after a connexion with the Medical College extending over an uninterrupted period of 22 years was compelled by ill health to quit India in the month of March 1859.

The period of Professor O'Shaughnessy's connexion with the Medical College embraced the best days of the Institution, and that important transition period when from a School of small pretensions the College rose to the rank of a first rate school of medicine.

Professor O'Shaughnessy was one of the laborers through whose endeavours the above important result was obtained.

PRIMARY CLASS.—At the commencement of the Session, the English Class numbered 139 Members, of whom 44 were admitted at the commencement of the Session.

Of these latter, no less than 20 (all being Free Students) quitted the College during the Session.

This falling away of students during their first year is in accordance with former experience, and proceeds no doubt from such students either feeling themselves unequal to the ordeal of the Dissecting Room and Hospital, or to the long and laborious course of study demanded from them.

In addition to the above 20 students, 2 fifth year, and 2 second year students left the college during the Session, three of whom proceeded to England for the purpose of completing their Medical Education there, and probably competing for the covenanted service.

At the close of the Session, the English class numbered 115 members, of whom 5 were Ceylon Students—12 were Europeans and 98 were Natives.

Of the Native Students of the Primary class, 3 were Christians, 36 were Brahmins, 39 were Koystos, or of the Writer Caste, 10 were Boydos or of the Physician caste, and the remainder, persons of other castes.

The conduct of the students of the Primary Class generally (with a solitary exception to be mentioned hereafter) has been highly satisfactory.

The different Professors report of their classes as follows :—

The Professor of Midwifery reports that the attendance of the Pupils of his class was "generally good" and their replies at the Class Examination shewed that they had been attentive to their studies.

The Professor of Medicine reports that the conduct of the pupils of his class has been satisfactory and that the answers of the class at the Test and Honor Examinations were in the main creditable considering the stage of the Medical Education of the pupils.

The Professor of General Anatomy and Physiology and of Comparative Anatomy and Zoology reports that the conduct of the members of his class had been good, their attendance regular and their progress satisfactory.

The Professor of Descriptive and Surgical Anatomy reports well of the general conduct of his class, and of their attention to their duties, whilst his report of the progress of the Pupils is on the whole satisfactory.

The Professor of Botany is satisfied with the conduct and attendance to study of the members of his class, but points out that a single course of Botany as at present prescribed under the new University Rules is insufficient for enabling the students generally to master the subject.

The Professor of Materia Medica reports that the members of his class have been exemplary in their conduct, regular in their attendance, and that their answers at their class Examinations have been on the whole satisfactory, but he also is of opinion that a single course of Materia Medica as laid down in the University scheme is insufficient for enabling the student to master the subject.

The Professor of Chemistry reports that his class has given him much satisfaction, both as regards diligent attendance and the progress of its members generally.

The Professor of Medical Jurisprudence reports that the students of his class had been most diligent and well conducted, and that they had acquired a good knowledge of Medical Jurisprudence.

FIRST EXAMINATION RESULTS.—The University having left the "First Examinations" for their Diploma in Medicine and Surgery in the hands of the College Professors, I may allude to their results in this Report.

Of the 115 Students who constituted the Primary Class at the end of the Session, 24 had been 1 year in the College, 22 had been 2 years, 44 had been 3 years, 9 had been 4 years, 15 had been 5 years, and 1 had been 6 years in the College.

Of these Students, 57 should have presented themselves for the First Examination of the University for the Degree in Medicine and Surgery, whereas 31 only went up for that Examination.

Of these 31 Students, 12 only passed, of whom 6 were placed in the First Division of merit as having shewn distinguished ability.

This result must be looked upon as unsatisfactory, but it was not unanticipated, and it is hoped that it is not without remedy. Its causes are two fold.

The first efficient cause is the imperfect knowledge of English which many of the Students possess on entering the College, a defect which it is hoped is being slowly remedied, but which undoubtedly is still in operation to a considerable extent.

The second efficient cause of this unsatisfactory result is the present distribution of studies in the University Curriculum in Medicine, by which students are called upon to undergo their First Examination, at the end of the second year of their studies.

This examination comprises Anatomy, Chemistry, Botany, and Materia Medica, the three former (with the addition of Physiology) being the precise Sciences on which the whole art of Medicine is based,—Sciences, which are necessarily encumbered with copious nomenclatures in the Greek and Latin languages, of which our students are totally ignorant.

In the annual Report on the Medical College for 1857-1858, the above causes were alluded to, as having produced results at the examination of 1858 similar to those which have been experienced in the present year.

But, it would appear that the fact of two years being insufficient to enable the mass of our Students to qualify themselves in Anatomy, Chemistry and Botany was practically established and admitted so long ago as the year 1850.

In the records of the Proceedings of the College Council for the 25th March 1850, is entered the following remark.

"With reference to the number of candidates remanded, the Professors present were unanimously of opinion that it has been due to the time fixed for the Junior Diploma Examination" (equivalent to the present First Examination of the University) "which they think should in future be held at the end of the third year instead of the second year as at present.

"They therefore recommended this point to the consideration of the College Council."

The above was precisely the result which is experienced at the present moment.

The above suggestion of the College Examiners was subsequently reported on favorably by a committee specially appointed by the College Council to consider the subject ; it was adopted by the College Council, and finally confirmed by the Council of Education in their Proceedings of the 29th June 1850.

I am not acquainted with the facts or arguments which induced the committee appointed to frame the rules and Bye-Laws in medicine for the University to recur to the old arrangement, which assigned two years to the Junior studies in medicine ; but the results of the Examinations of the last two years would appear to indicate that the causes which rendered this arrangement unsuitable in the year 1850 are still in operation.

It is the unanimous opinion of the Professors of the Medical College that the First Examination should take place at the end of the third instead of the second year.

The subject has already been brought to the notice of the Syndicate of the University by the Medical College Council, and the question has been referred by the former body to the Faculty of medicine,

by whom it will doubtless receive that cautious and careful consideration which it deserves.

At the Final Examinations of Students for the College Diploma (and which is still granted to those students who had passed their First Examination for that Diploma previous to the promulgation of the University Rules, and who preferred it to the University Degree) eleven candidates presented themselves, inclusive of one who was rejected last year.

Of the above, the rejected student of last year passed successfully, but at this point the examinations were suspended in consequence of improper and insubordinate conduct on the part of the students, under circumstances which have already been made the subject of special report.

Under the orders of Government, these examinations will not be resumed until after the expiry of 6 months.

The written portion of these examinations had been terminated when the proceedings were broken off, and speaking of this, the Government Examiner reports to the Director of Public Instruction as follows.

"I regret to inform you that the papers were not equal to those of previous years, either in composition or in accuracy and fulness of information. I am bound however to except from this general censure the papers of Messrs Mackertich and Gopaulchunder Dutt which were most creditable to the talents and industry of these young men."

It is hoped that the result above reported may in future be avoided, to some extent at least, by the proposed new Scholarship rules.

These provide for a redistribution of Scholarships at the end of two years, when students who may really have shewn themselves fitted for the study of Medicine will be rewarded with Scholarships, whilst the unpromising ones whose acquirements in General Literature may have nevertheless left them unfitted for the cultivation of Medical Science will be deprived of the means of continuing in the College in the enjoyment of a Government allowance for which they are likely to make no ultimate return.

The continuance in the college of pupils who from intellectual deficiency or moral inaptitude are evidently likely never to turn out well will likewise be avoided under the operation of a resolution of the College Council, dated 17th July 1858, and which provides that, students who may fail to pass by the end of the fourth year their "First Examination," (which should be passed at the end of the second year) shall be removed from the College.

An important measure in connexion with the primary Class has been sanctioned during the past year by the Supreme Government, and which provides for a paying Class of Pupils.

These pupils will be called upon to pay a fee on entrance of Rupees (15) fifteen and a tuition fee of Rupees (5) five monthly during such time as they may remain in the College.

They will be at liberty either to take the Degree of the Calcutta University or to take their certificates to England for the purpose of obtaining the Degrees of such of the British Colleges as accept the certificates of the Calcutta College.

This experiment will test the willingness of educated Natives to pay for a professional education in Medicine.

As constituted in future the Primary Class of the Medical College will comprise.

(a.) Scholarship holders who are in receipt of scholarships, and pay nothing for their education.

(b.) Free Students, who receive a gratuitous education, but receive no Government allowance of any description.

(c.) Paying students, who pay for their Education.

There can be no doubt that the demands for well qualified Medical men in positions unconnected with Government not only are increasing, but must continue to increase largely for the future, and for such situations the students of the Primary Class of the Medical College who may have taken the University Degree in Medicine and Surgery will be perfectly well fitted.

Already, the Railway Companies are offering salaries of Rupees (180) one hundred and eighty monthly to our sub-assistant Surgeons

and Rupees (50) fifty to our Native Doctors, whilst the supply in no way equals the demand.

STUDENT APPRENTICE CLASS.—This most important class has remained empty during the Session in consequence of the urgent demand for Medical Subordinates of every description having rendered it impossible to detach Hospital Apprentices from European Corps.

MILITARY OR HINDUSTANI CLASS.—At the commencement of the Session on the 15th June 1858, the Military Class of the Medical College numbered 63 individuals, of whom 20 were new admissions; but in consequence of the urgent demand for Native Doctors for Military purposes, pupils were received into the class throughout the Session, as shown in the margin.

| | | |
|---|---|---|
| June, | .. | 9 |
| July, | .. | 10 |
| August, | .. | 12 |
| September, | .. | 11 |
| October, | ... | 11 |
| November, | ... | 6 |
| December, | .. | 1 |
| February, | ... | 1 |
| Total, | ... | 61 |

In this way, 61 Students were entered during the Session, making a total of 124, as the greatest strength of the class for the year.

Of the 82 admissions during the Session, 2 students were obtained from Assam, four from the Dinapore division, and the remaining 76 from the Presidency Division.

It has always been found that the students obtained from the Presidency Division have been as a body less amenable to discipline and less respectable than those obtained from the North-Western-Provinces.

Under the same pressing demand for Native Doctors already alluded to, the ordinary Final Examinations were anticipated, and on two occasions during the Session Examinations were held, at which 15 students were passed into the service as First Class Native Doctors, whilst 3 lads who did not appear likely to pass in the First Class were permitted to proceed to Barrackpore, where they passed as Third Class Native Doctors.

During the Session, no less than 18 Students of this Class have been dismissed for misconduct, whilst 9 are at present absent without

leave, and 3 have been recommended for removal from the College Rolls by their Teachers, in consequence of entire absence of application to, or progress in, their studies.

This Class has for some years been in an unsatisfactory state, and the efforts hitherto made to recruit it to a suitable extent have been unavailing.

In April 1858, the Supreme Government (in G. O. No. 584 of 1858) increased the recruiting ground from which the members of this Class are drawn, by inviting lads educated in the Schools of Behar of the North West Provinces and of the Punjab to present themselves as candidatés for the Class, exempting such from appearing before a Military Committee for Examination, and sanctioning their admission to the Class on the certificate of Inspectors, or Head Masters of Schools.

It is hardly time yet to form an opinion as to the final results of this order (but hitherto it has not produced the desired effect.)

The Inspector of Schools for Behar, reported to the Director of Public Instruction on the 17th June 1858 regarding the above order that the prospects held out by the Military Class of the Medical College were too inconsiderable to tempt the youths of that Province to join it.

Lieutenant Fuller (the Inspector of Schools of the Meerut Circle in the North West Provinces) informed me in July 1858 that he had 8 promising lads belonging to Schools in his Circle, who had expressed a desire to join the Military Class of the Calcutta Medical College, and he requested information as to whether travelling allowance would be made to them to enable them to join the College.

Lieutenant Fuller was informed that travelling allowance was not made to Students joining the Military Class, and he was requested to favor me with his opinion as to how far this circumstance would be likely to deter students from joining the Calcutta College from the North West Provinces.

Lieutenant Fuller reported under date the 22nd October as follows:

"It appears that not one of the 8 Candidates is at the last moment inclined to go down to Calcutta. Besides ordinary frivolous excuses about not leaving their homes, some have the conscience to assert that, they imagined the Medical College referred to, was the Institution of that nature at Agra, and others declare that they are quite willing to go, only they require their travelling Expenses, and the means of Subsistence on the road to be supplied by Government."

"The latter plea I fully expected would be urged by the lads, and unless some provision is made for them on the above account, I do not think there is a likelihood of your obtaining Students from our N. W. Schools. Even if such provision be made, and on a liberal scale too, I doubt if it will be possible for many years to induce any thing like a large number of Candidates to come forward from these Provinces. They are extremely reluctant to go to any great distance from their homes except to secure some immediate and very considerable advantage. The prospect of having to study in Calcutta for three years on a stipend of Rupees (5) five per Mensem, and then receive an appointment of (25) twenty-five Rupees per mensem at the termination of that period will prove little or no attraction to our Tashili School boys I fear. I give you my candid opinion on this point as desired in the 10th Paragraph of your No. 5388."

Since the above date the following suggestions have been submitted to the Director General for reference and recommendation if approved of, to Government.

Firstly.—That travelling allowance be made to all Students who may join the Military Class of the College from a distance exceeding 100 Miles.

Secondly.—That the stipends of the Students of the class be raised from Rupees (5-0-0) five to Rupees (6-0-0) six per mensem.

Thirdly.—That the Students of the class be relieved of the cost of furnishing themselves with uniform on joining the class either by the abolition of the present uniform with the exception of the cap or by Government making an allowance for the purchase of the same.

Fourthly.—That they be relieved of the expense of purchasing

Books, by Government presenting each student with a copy of the required Manuals.

Final orders on the subject of the above recommendations have not as yet been received.

It is requisite to refer to the measures which have been adopted and have been suggested for securing an English qualification in Students of the Military Class.

Having endeavoured without effect to constitute a knowledge of English, a necessary condition of admission to the Military Class of the College, the Government has since the commencement of 1857, held out to students already in the Class, a direct inducement to the cultivation of that language, by offering a bonus of Rupees (250) two hundred and fifty to any student who on leaving the College may pass an Examination in English.

During the past Session, one Student only presented himself for Examination in English, and to him the bonus was awarded.

The above bonus appears however to be acting as a stimulus to the acquirement of English by a considerable number of students of this Class, but as a rule the members of the Class generally have but a very imperfect knowledge of the language.

In considering the condition of the Military Class of the Calcutta Medical College, and the measures which may be requisite for improving or augmenting it, it is requisite to bear in mind that the secondary Medical School at Agra is employed in educating this same Class of men.

Since it has been the constant aim of the College authorities in Calcutta to obtain students for this Class from Behar and the North Western Provinces (no members of the Class having at any time been Bengalees and the only Candidates from Bengal having been the sons or Relatives of Sepoys or of Inhabitants of the North Western Provinces located temporarily in Bengal,) it would appear desirable that the training of such pupils should be conducted at Agra, if the means exist for this being carried out there.

At the same time, it would be exceedingly unsafe to attempt to abandon the Calcutta Class until such time as the School at Agra

shall have been firmly and efficiently established, and its continuance successfully demonstrated.

Therefore, whilst regarding the abolition of the Hindustanee Class in Calcutta, as a measure to be kept in view, I have nevertheless advocated measures for its continued improvement until such time as the possibility of its relinquishment with safety shall have been placed beyond doubt.

The Military Class has at all times been the most troublesome in the College, and in the past year, owing to the necessities of the Service having required us to admit nearly all applicants, we have received a much more unpromising Class of lads than usual.

Bengali Class.—The Bengali Class at the commencement of the Session numbered 119 members, and it might have been much more extensive but for the necessity which existed for restricting the number of the Class, with reference to the facilities for dissection.

During the Session, two Students of the Class have been dismissed, 2 have died, 8 have quitted the College of their own accord, 25 have been recommended by their Teachers for removal from the College on account of constant absence and want of progress, whilst 21 have passed as native doctors.

The Students who have composed this class have been for the mo s part of the Brahmin, Koysto, and Boydo Castes. The table attached to this report shews the caste of the Students composing the class at the end of the Session.

The lads who constitute the Bengali Class are as a rule much more respectable in character than those who constitute the Military Class, insubordination is rare amongst them, and the chief fault in the Bengali class students is irregularity of attendance at Lectures or Hospital.

In the case of such Students as are in the receipt of stipends, we are enabled to fine them and thus punish them for such irregularities, but in the case of the Free Students we have no means of punishment short of expulsion.

The Military Class Students are required to live on the College premises under Military discipline, and thus their attendance to their duties can be enforced, but the Bengali Class students are entirely beyond such control, whilst the means do not exist of providing with befitting consideration for their accommodation during the time required for their attendance to hospital duties.

A very large number fall away from this Class during the first year, and many are removed at the end of the same probationary period on account of unfitness.

It is not difficult to understand the cause of this result. The Students of this Class come to us from Schools, in utter ignorance of the nature of the studies before them; and under such circumstances it is not surprising if many fall away, in presence of the ordeal of dissection. Indeed, it is remarkable with what zeal a large number of high caste students of this Class pursue practically the study of Anatomy.

At the final Examinations for the Diploma of Native Doctor, the students of the Bengali Class acquitted themselves most creditably, showing that their theoretical teaching had been very carefully conducted by their Native Teachers.

There is however unfortunately a reverse to this favorable result of Examinations, and it is certain that numerous complaints have been made of the failure of Students of this Class when tried practically after leaving the College, whilst their unwillingness in many instances to proceed to stations at a distance from their homes has rendered them frequently unfitted for public Servants.

In the Annual return of the conduct of Bengali Class Native Doctors in Government employ for the last year, there are no less than 12 dismissals out of a total of 68 members in Government employ.

If therefore the results of the Establishment of this class be measured by the number of efficient Government servants it turns out, willing to go where ordered in the service of the State, it must be admitted that the result is discouraging.

At the same time, I conceive that the results of the attempt to give the high caste Bengali a Medical Education founded on true principles are highly encouraging on the whole.

It is no small result to have induced men to cast aside the false teaching and practice of the Kobiraj and Hukeem and to have led them to the acquirement of the truths of Science.

If many of these Students, after they leave us, when no longe encouraged by the example of others, and when brought under the sole influence of their own countrymen, fall away in their practice in many respects, in compliance with the feelings and prejudices of those around them, the circumstance is not to be wondered at, nor should it prove disheartening.

The spread of truth is ever slow ; and we must be content to march to great results from small beginnings.

That the practice of Medicine on true European principles is spreading gradually amongst the Natives, not only in Calcutta, but elsewhere in Bengal, I have every reason to believe, and we must not be disheartened by individual short-comings so long as a general result is achieved.

On the whole; I look hopefully to this Class, and am of opinion that it may yet be much improved by judicious changes in the system pursued in its management.

Dr. Goodeve, the Professor of Medicine, in his report on the results of his examination of the Bengali and Hindustani Classes, states as follows :—

" The examinations of these pupils were on the whole satisfactory. They answered generally well on the subjects that they could get up from books, but I was not so well satisfied with the replies upon subjects connected with practical matters. Upon such matters as could be learnt in hospital they were much less ready."

The above remarks of Dr. Goodeve indicate the weak point in the training of the pupils of the secondary Classes, and I have for some time been of opinion that these students require more practical training

in the hospital from their Teachers than they now get. This point shall receive due attention in future, but from the insufficiency and faulty organization of the hospital subordinate Medical Staff, it has not been possible to remedy effectually the evil complained of.

Measures for a re-organization of the hospital staff, calculated to allow of the services of the Native Teachers of Medicine and Surgery being given entirely to the teaching of their pupils, have been already submitted by me, and have received the sanction in principle of the Director General of the Medical Department, and likewise of the Bengal Government.

It has not however as yet been possible to carry out practically to their full extent the measures so approved of, owing to circumstances which need not be detailed in this Report.

I am moreover of opinion that, at least during the last year of their studies, and whilst practically employed in the hospital, the Stipendiary Students of the Bengali Class should be required to live on the College Premises, and be subjected to some control, as in the case of the Military Class Students.

To carry this out will necessitate the building of suitable quarters.

I am further of opinion that, the Native Superintendentship of this Class (abolished after the death of the late Pundit Modoosooden Goopta) should be re-established, the Officer appointed being required to reside on the College Premises.

THE DISSECTING ROOM.—This important Department is in a state of great efficiency. No less than 989 bodies have been received for dissection during the year.

THE MUSEUM.—The report of the Curator of the Museum, is attached to this Report, and shows in detail the additions which have been made to the Department during the year.

As regards the General Museum of the Medical College, it should I conceive be our aim to give the fullest developement possible to the Pathological Department, as being strictly special to the School.

In the Departments of Comparative Anatomy and Zoology, I can see no great practical advantages to be gained at present from extending them beyond what may be necessary for illustrating the Lectures in those subjects delivered in the College.

This remark applies with especial force to the Department of Zoology. In this Department, it will not be possible with the space and means available at the College to do more than bring together single typical species, illustrative of the Classes, or perhaps orders of the Animal Kingdom.

Any attempt to do more than this, will defeat the first object for which the Museum is intended. Already the Asiatic Society finds its Museum beyond its means of support; and there can be no doubt that a complete Museum can only be supported by means of liberal pecuniary assistance increasing progressively with the growth of the Collections.

It is to be hoped that the day may not be far distant when Calcutta shall possess as a Government Institution a grand Museum, illustrative of the entire Zoology of India as well of its industrial products.

Such an Institution would not only tend greatly to the advancement of Natural History, but by illustrating the economic resources of the country would contribute largely to the progress of the Arts and of commerce.

The Museum of Materia Medica in the Medical College has been kept entirely distinct from the general Museum, and appears to have been greatly neglected in favor of the other Departments of the Museum.

In fact, the entire Museum at the commencement of the Session consisted of a fair collection of English specimens illustrating the Chief Articles of the Materia Medica, and certain Native Drugs included in bottles of all shapes and sizes. The whole were without Catalogue of any kind, and in many instances were imperfectly labelled, and a large proportion of the Native Medicines were consequently not identifiable.

This collection furnished but very inadequate means of illustrating the lectures on Materia Medica; whilst as a Materia Medica

Museum, intended constantly to display for the information of the Students all the articles of the Materia Medica scientifically arranged, it was nearly useless.

During the Session, efforts have been made to reduce the existing Materials to order, and with the assistance of specimens obtained from the Laboratory and compounding Shop of the Hospital, a fair collection illustrative of the inorganic Materia Medica, and of Pharmaceutical compounds has been collected. For effecting this, I have been indebted to the Native Teacher of Materia Medica, Baboo Shib Chunder Kurmokar.

Very much however requires to be done ere this most important branch of the College Museum can be placed on a proper footing, nor will this be possible without a special grant from Government of a sum sufficient for fitting up the room devoted to the Museum with suitable glass cases, and for purchasing the necessary supply of bottles for the exhibition of the specimens.

This is a department of the Museum which, like the Pathological, should receive the fullest development, as being special to the Institution.

The Museum should contain specimens of every native drug, which should be entered in a Catalogue in which the ascertained properties of each substance should be shortly recorded.

Such a Catalogue would gradually become in reality a most important compendium of the Indian Materia Medica.

Not only would a Museum thus constituted prove of great benefit to the College, but it would be of the greatest value to the Medical Officer newly arrived from Europe, who would thus have the means of making himself practically acquainted with the Indian Materia Medica, without having to search for information from sources which may be frequently very difficult of access.

It constantly happens that new Native Drugs of reputed value are submitted for trial under the authority of the Head of the Medical Department, but the result of these trials are lost to the Profession.

Were a specimen of such drugs in all cases sent to the Medical College Museum, with a short notice of their ascertained actions for record in the Museum Catalogue, the information thus acquired would be rendered of permanent value.

THE LIBRARY.—The Library has been improved during the year by the construction of some excellent glass cases, the expense of which has been defrayed from portion of a Legacy left to the College by the late Mr. Hedger. These cases were urgently required as we had not the means of providing for the care of a large number of books.

The Librarian has entered into the Security required in Circular No. 1043, dated 24th April 1858, from the Director of Public Instruction.

In closing this Report it is my duty to record the zeal and assiduity with which the Professors of the College generally have discharged their duties to their Classes, and I desire to express my thanks for the cordial support and assistance which I have received from my colleagues both in the Council Room and when I have consulted them individua ly.

I would desire especially to record the pains-taking and excellent manner in which Dr. Goodeve, the Professor of Medicine and first Physician of the Hospital, has devoted without intermission several hours daily, at the bedside of his patients, to the practical clinical teaching of the Students.

I would at the same time bear testimony to the laborious manner in which Professor Archer has likewise conducted the practical instruction of his pupils at the side of the patients.

The results of the examinations of the Secondary Class pupils shew that, the systematic teaching of the native teachers has been close and efficient, and I desire especially to express my satisfaction at the conscientious and attentive manner in which Tumeez Khan, the native teacher of Anatomy, has performed his College duties. Baboo Ramnarain Doss, the native teacher of Surgery, continues to maintain the high character which he has hitherto held, as an able Surgeon, whilst his teaching of his class is good.

# CIVIL ENGINEERING COLLEGE.

## FROM THE REPORT OF THE OFFICIATING PRINCIPAL, MAJOR GEORGE CHESNEY.

I HAVE the honor to make my report on the result of the Annual Examination held at this College, which came to a termination on the 15th April last. I attach the examination papers and two tables of marks gained by the students, one shewing in detail the marks gained in each branch of the different subjects of study, the other being an abstract of this. It will be seen that there were six papers in Mathematics and three in Mechanics, of which two in the former subject, and one in the latter were set by the Principal, and the remainder by the Professor of Mathematics. The three papers in Engineering were set by the Principal, who is acting as Professor of that subject, and there had been also an examination during the term. The merits of the students in estimating were also determined by two exercises, one set during the term and one on this occasion. The drawing marks were assigned chiefly for the drawings executed in class during the term, but one-sixth of the marks allowed in this subject was allotted to the exercise given as an examination, in order to test the student's powers of drawing rapidly. In Surveying, the larger proportion of marks was assigned to work done in the field and the remainder to the answers to questions on the theory of surveying given at the examination.

It is contemplated that the course of study pursued here should prepare students for obtaining the University degree of M. C. E., but the limited staff of Professors at present sanctioned does not admit of this being done, and our attention is now chiefly confined to furnishing a supply of young men for the Government Public Works Department. There are three grades in which a person may enter that Department, those of Sub Overseer, Assistant Overseer and Assistant

Engineer, for each of which there is a certain well defined test prescribed in the code, which candidates have to undergo at this College. The present course of study here has been framed in view to prepare students for those tests, and it is contemplated that one year's study here should fit a youth for becoming a Sub-Overseer or Assistan tOverseer, two years study for an Assistant Overseer qualified for promotion to Sub-Engineer, (the latter being a grade in which no one can *enter* the department,) and three years for an Assistant Engineer. The present examination was framed to test the capacities of the students for these different positions, but it was considerably more difficult in some respects than that usually given to candidates *not* connected with the College who undergo similar examinations.

Since the course of study extends over three years, there should be always three classes in College, but as the second class that joined after its establishment entered a year and a half after the first (owing to the time for admission having been altered) and as the latter are leaving College as a special case in 2½ instead of 3 years, there are consequently now only 2 classes, and a third will not be added till 1860, since the class now about to join merely supplies the place of that now leaving. Also next year no class will arrive at the completion of the course.

The number of students in College on the 15th April was 66, 19 in the first class, 47 in the second, 16 of the latter being out students. Of the former, 11 qualified as Assistant Engineers, of whom one (since dead) gained a certificate of honor of the first class, and five certificates of honor of the second class; the rest obtained pass certificates. All these are to be appointed to the Department. Three other students gained the requisite number of full marks (½ of the whole) but failed to obtain a minimum of ⅓ in *each* subject, which also is required for qualification. As they failed in one subject only they will be re-examined at the end of six weeks.

The remaining five in this class who have failed as Assistant Engineers, have also failed for the next grade of Assistant Overseers being deficient in the important subjects of Arithmetic, Mensuration and estimating, in which nearly as high a standard is required for the

one grade as the other. They were given the option of staying another six months here but have declined to do so.

For further particulars regarding this class, I beg to refer you to the list of marks. The general result I conceive to be exceedingly satisfactory, when the high standard required is considered, and I hope I may be allowed to remark (since I joined the College only five weeks before the examination) how largely it is due to the exertions of the late Principal and the Professors, who have certainly every reason to be well satisfied with the issue of their labors.

I now come to the second class, in which the first thing noticeable is its general comparative inferiority to the first. The latter has certainly been 1½ years longer under instruction, but this does not sufficiently account for the difference, which I ascribe partly to the test for admission having been lowered when they were admitted, but chiefly to the circumstance that the senior class had for a year and a half the undivided attention of the Principal and Professors, which is now shared by the two classes. As already explained,* the present staff of three persons is utterly inadequate to supply instruction in an Engineering College, of even the humblest character, and if the College is to make a due return to Government for the money expended on it, it is quite essential that there should be enough Masters to teach the pupils properly.

* In my No. 256 dated 14th March 1859.

Of the general results, the marks give a fair indication; the students have apprehended fairly the matters of their Engineering lectures, and there is promise of good Draughtsmen and Surveyors among them, but in Mathematics the result has not been satisfactory. The first branches of this subject they have read equally with the senior class, and having gone through them more lately, they should be, if any thing, the best of the two, but besides there being scarcely a single very good mark obtained, there is a very general failure in the important subjects of Arithmetic and Mensuration. I had always been under the impression that the Bengallees were particularly expert at Arithmetic, and have been surprised to find how much the reverse is the case. Those who

enter this College are decidedly bad Arithmeticians, being both slow and inaccurate in their working, and greatly inferior to the youths who enter Roorkee from the *Vernaculár* village schools of the North West Provinces. Nor are they good Geometricians; they know the *book work* of Euclid pretty well, but are bad hands at solving Geometrical problems. Analysis is what they do best, which is just what is least useful, whether for practical purposes, or for training the reasoning powers.

Another very noticeable defect is the slovenly untidy handwriting of most of the students, which if not checked, will greatly militate against their ever becoming useful servants of Government. Great attention will be given next session to their improvement in this respect, as well as to make them better Arithmeticians, but I think it is to be regretted that their previous education is not more directed to these important points.

The junior class consists both of those who wish to go through the whole course and hope to become Assistant Engineers, and of those who intend to qualify for the lower grade of Assistant Overseers. Of the latter, however, none came up to the mark, chiefly from deficient Arithmetic and Mensuration, and but one obtained a certificate as Sub-Overseer second class, I regret this, as there is a great demand for Overseers and Sub-Overseers at present.

Having said this much about the past, I now turn to the future. I have already in a former letter* explained the urgent need for increasing the staff of the College in order that the duties may be conducted with real efficiency, and I have privately learned from you that my proposals have been sanctioned as a temporary arrangement for one year. This is very satisfactory, because at the end of that time, the College will be increased by a third class which will render a readjustment necessary, and it will then be desirable to have a regular Professor of Engineering. The arrangements, meanwhile, for next year will be made on the supposition of the above temporary increase being effected.

* No. 267, dated 29-3-59.

The entrance examination which will be held next week has been fixed at the same standard as that for admission into the University. This had been arranged in connection with your predecessor, because a double test, one professional and one in general education, being required from candidates for the appointment of Assistant Engineer, it is desirable that all students should pass the latter before entrance, that their whole time may be given while here to their strictly professional studies. I anticipate that a sufficient number to fill a class will be forth-coming under this arrangement, but if they are not, I would suggest the deficiency being supplied by admitting those who wish to qualify for the subordinate grades, and whose only qualifications need be a fair knowledge of English and Arithmetic.

My letter No 281, of 16th April 1859.
Reply of Director of Public Instruction, No. 799, dated 19th April 1859.

A class of persons very much required for the Government Offices are Draughtsmen, and Computers or Estimaters, the demand is practically unlimited, and as soon as a drawing master is appointed, a class might be formed to great advantage for receiving instruction for this purpose, consisting of say 20. They would not interfere with the rest of the students, and would remain for one or two years. I should think a fee of three Rupees a month, the same as that paid by the junior class, would be proper for this class.

I have already noted the circumstance that 16, out of the 67 students in College, are "out-students." These pay an annual fee of 45 Rupees, or 15 Rupees for each subject taught, they are not *entitled* to a share of the Government patronage which is guaranteed to the others, they are free to come and go as they like; and the College is not responsible for their progress. The consequence of their being under no discipline is, that they are generally very irregular in attendance and inattentive when present, and as may be seen from the list, they are all at the bottom of the class. The class of out-students was apparently established with a view to allow persons of greater age than the ordinary run of students to take advantage of the College lectures in those subjects in which they were deficient, and it was presumed that such persons

would be too sensible of their own interests to require being made amenable to the rules of discipline, and for such the arrangement by which they can join the College on these terms is good. But the majority of the present out-students are lads of the same age as the rest, who have apparently entered on this footing for no other reason than the greater liberty they enjoy. At present they are doing little or nothing as may be seen by their marks.

* * * *

An alteration worth mentioning is that about to be adopted, of breaking the times for lecture from periods of three hours each into periods not exceeding two. It is found that when a sitting extends to three hours, there is rather a tendency to dawdle over the time, so it is hoped greater freshness and energy may be thrown into the studies by changing them more frequently.

* * * *

There remains to be noticed the Library, to which there have, been added during the year 172 books, containing 347 volumes ; of these 252 have been books purchased, 95 Government selections and reports presented. A memorandum of the expenditure on the Library up to date is attached. My predecessor in his last annual report recommended that the monthly grant should be reduced from 200 to 150 Rupees for the last year. No answer has been received on this point, and consequently books have been sparingly purchased. There still remain to procure a good many standard engineering and scientific works to put the Library on a satisfactory footing.

* * * *

I have now said all that is necessary regarding the coming year, during which the College will continue to be on a temporary footing, but it may be as well to add a few remarks on its future prospects, and the first thing to be noticed is, that while it may be very desirable that this College, as an affiliated institution, should be training candidates to take the M. C. E. Degree, this consideration should to my thinking be altogether secondary and subservient to the important one of supplying the wants of the Government service, and that in this view

we are beginning quite at the wrong end in training *Engineers.* This is so far unavoidable that while the College remains limited as to number, there will be more or less comptetion for entrance and a generally high standard will be reached by the students, but the crying want of the Government Public Works just now is a supply of trained men for the *subordinate* grades, and to meet this want the College on its present footing can do little or nothing. It is a want moreover which so far from being temporary, is likely to increase daily, for we may be quite certain that we are only just at the beginning of a new era in material progress, and if public works are ever to be undertaken on a large scale with success and *economy*, it can only be by the liberal employment of native agency in, at any rate, the subordinate grades. Besides the regular Public Works Department, there are the local road committees requiring skilled subordinates for their Government Works, and the Railway Companies all casting about for trained natives, and who ought all to be supplied from here. At Roorkhee the establishment has been frequently increased, but the demands on it have increased faster, and that College is never able to supply any thing like the requisitions annually made on it. There can be little doubt but the same result will be found here; but any how, to meet even the present demand, some such supply as the following ought to be forthcoming annually from this College to do the work required of it *viz.*,

| | | |
|---|---|---|
| | 50, | Sub-Overseers. |
| | 20, | Assistant Overseers. |
| | 6, | Assistant Engineers. |
| Total | 76, | Students to leave Annually. |

I believe that actually the demand will be considerably in excess of this, but taking this supposition as a basis, the following would be about the number of students in College together.

FIRST YEAR.

| | |
|---|---|
| Qualifying for Sub-Overseers, | ... 30 |
| Ditto ditto ditto, | ... 20 |

| | | |
|---|---|---|
| (to remain 2 years) | | |
| Qualifying for Assistant Overseers, ... | 20 | |
| Ditto for ditto Engineers, ... | 6 | |
| Will obtain other situations, ... | 30 | |
| (Of whom 10 will leave this year) | | |
| Failures (of whom 10 will leave this year), ... | 30 | |
| | — | 136 |
| SECOND YEAR. | | |
| Qualifying for Sub-Overseers, ... | 20 | |
| Ditto for Assistant Overseers, ... | 20 | |
| Ditto for ditto Engineers, ... | 6 | |
| Will obtain other situations, ... | 20 | |
| (Of whom 10 will leave this year.) | | |
| Failures (of whom 10 will leave this year,) ... | 15 | |
| | — | 81 |
| THIRD YEAR. | | |
| Qualifying as Assistant Engineers, ... | 6 | |
| Will obtain other situations, ... | 10 | |
| Failures, ... | 5 | |
| | — | 21 |
| Total in College together, ... | | 238 |

There should be besides a class of Draughtsmen and computers who would be separate.

These numbers, as already remarked, are what I conceive to be the minimum, that the College may fulfil the least function required from it, that, namely of supplying the Government Works, and the arrangements for putting it on a permanent basis should be framed in view to teaching that number of Students.

The propriety of establishing a Vernacular Department has been discussed. The Vernacular Department at Roorkhee forms the bulk of the students, but this is chiefly on account of the limited number of students who are taught English in that part of India. Subordinates who speak English are far more useful in the department, while the English language is much the best vehicle for imparting the know-

ledge of a technical trade ; unless therefore, the Bengal Schools cannot produce enough English Students to fill the class, which is most unlikely, the establishment of a Vernacular class is, I should say, decidedly to be avoided.

A practical class for the instruction of workmen has been talked of, and would be highly useful. But it is plain there are no means of establishing it at present, and the discussion on it may well be deferred till the more important points are settled.

There has also been some discussion about erecting a building for the College. I conclude that it would be useless to bring forward the subject now, so I will only observe that the present quarters will soon become too small, while they are inconveniently situated for teaching surveying. Of the many sites talked of, Allipore seems best situated, as being close to both the Iron Bridge and Dockyards, and having open ground for surveying, while lodgings could be got for the Students in the neighbourhood. For another year we shall do very well here, but I think at the end of that time it would be desirable to move into that neighbourhood, if quarters can be found.

In conclusion, while expressing my sense of the able and zealous manner in which Messrs Sherwill and Scott Smith have performed their duties, I would beg to bring to your notice the anomalous position the latter holds in being placed and paid on the footing of an Assistant Professor only. There is nothing in the nature of his duties to call for this anomaly. Mathematics must always form a prominent part of the studies here, and the duties Mr. Smith performs are fully as important as those of any Professor in Calcutta, while they are certainly as laborious. I hope therefore that my recommendation to have Mr. Smith's services and position recognized may go on to Government with your support and approval.

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# CALCUTTA MUDRISSA.

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ARABIC DEPARTMENT.

## FROM THE REPORT OF THE PRINCIPAL, CAPT. W. N. LEES, L. L. D.

This department contains 68 Students, who are divided into 5 classes, containing respectively 9, 16, 22, 13, and 8 Students. The 1st and 2nd classes competed for Senior, and the 3rd and 4th classes for Junior Scholarships, the 5th class only remaining for examination.

Of this class, 8 Students presented themselves for examination. They had read during the Session 100 pp. of the Nowadiral-Qalyoobi, 106 pp. of the Nafahat-al-Yaman, 112 pp. of the Hidayat-al-Naho, and 65 pp. of the Fasool Akbaree. The amount is sufficient, and the Students, with one or two exceptions who have not been long in the class, acquitted themselves creditably. They read and translated well, and appear well grounded in Grammar. I am happy to observe also that this clase showed a very marked improvement in their knowledge of the subject they had studied. Questions arising out of historical allusions occurring in the text and suggested by the *viva voce* examination in progress, were for the most part readily and very creditably answered. This result shows that a considerable improvement has taken place in the method of teaching in this Mudrissah. I record the fact with pleasure, and would add that when four years ago, I first examined this class, the then students of it could neither tell me the names of Mohummed's father or mother, where he was born, where he died, or what the cities Mukkah and Medinah were most celebrated for. Moulvee Abdul Hugg, the teacher of the class is deserving of much credit for the pains he has taken in the discharge of his duty. Abdal Ahad is recommended for a prize.

# HOOGHLY COLLEGE.

## Arabic Department.

### FROM THE REPORT OF THE OFFICIATING PRINCIPAL, Mr. J. GRAVES, B. A.

Scholarship examination.

The students of the first class were candidates for Senior and those of second and third classes for Junior Scholarship examinations. They were examined on questions set by Mr. Lees, the Visitor and Director of the Hooghly Madressa.

Fourth Class,—3 boys, average age 17 years.

The Head Moulavee who examined this class, reports.

"There are 3 students in this class, they were examined in Hidayatun Noho and Nofatool Yamun, Obaidoollah obtained 45 out of 50 number of marks fixed for the subjects. I recommend him for promotion and for a prize, Mobaruk Ali obtained 40, and Abool Lais 30 number of marks."

## COLLEGIATE SCHOOLS OR SCHOOLS ATTACHED TO COLLEGES.

# HINDU SCHOOL.

### FROM THE REPORT OF MR. J. SUTCLIFFE, M. A., PRINCIPAL OF THE PRESIDENCY COLLEGE. HEAD MASTER, MR. D. CARNDUFF.

AT the commencement of the session under report, the schooling fee was raised from 4 to 5 Rupees a month. This increase affected the strength of the lowest class to a slight extent, but the number of boys in the other classes has not at all diminished. The number on the Rolls of the School at the end of last session was 487 against 469 at the end of this session.

As the schooling fee is to receive a further increase of Rs. 2 from the commencement of next session, it may be confidently anticipated that there will be a considerable falling off in the lower classes. Should the higher classes maintain their present strength, as doubtless they will, it will afford satisfactory proof of the value attached to the education which the School gives. The direct effect of raising the schooling fee to so high a sum as Rs. 7 must be the establishment of primary schools where the elements of an English education can be had at a lower rate. It is of some importance that such schools should be conducted efficiently, otherwise boys will attain the age of manhood before they have mastered the course taught in the highest classes of Government schools. The Head Master gives the following as the result of his experience as to the comparative efficiency of Government and private schools.

"Boys admitted from private schools are seldom found to have sufficient grounding for efficiently carrying on the studies of the higher classes, and always suffer from the change, the same relative efficiency rarely corresponding to that in this school."

The income of the School from all sources from 1st May 1858 to 31st March 1859 was Rs. 27,320-8* and the expenditure for this period was Rs. 21,841-4-11, shewing an average monthly surplus in favor of the School of Rupees 498-1-8.

| | |
|---|---|
| *Proceeds of endowment,.. .. .. .. | 1,650 0 0 |
| Fees, fines, &c... | ...23,470 8 0 |
| Allowance of House Rent @ 200 per mh. | ..2,200 0 0 |
| Total Co's. Rs. | 27,320 8 0 |

The average daily attendance has been

| | |
|---|---|
| Present | 415 |
| Absent on sick leave | 33 |
| Absent without leave | 29 |

Average number on the Rolls 478·3.

The first class of the School contained 58 boys, all of whom were entrance candidates of the Calcutta University. Twenty five passed the Examination successfully, five being in the first division and twenty in the second. The examination of the 2nd and 3rd classes was conducted simultaneously with that of the corresponding classes in the Colootollah Branch School, as in former years. The Examiners were Messrs. Hand, Rees, and Masters in the English portion of their studies and Baboo Ram Chunder Mitter was the Vernacular Examiner.

The results are not very satisfactory ; but the Head Master assigns a very good reason for the failure of the 2nd class. The Master of this class was changed five times during the session. Another explanation applying to both classes may be allowed to have some weight, the examination papers were rather difficult.

* * * *

The 4th and 5th classes were examined by Mr. Sutcliffe and Mr. Jones in English, and by the 1st Pundit of the Colootollah Branch School in Vernacular. The Examiners thus state the result of their examination.

"The 4th class contains 60 boys, who are divided into two sections. Baboo Hurro Chunder Dutt has charge of one section and Baboo Gopeekissen Mitter of the other. The boys of both sections passed a fair examination. In the written answers to questions, the section under Baboo Gopeekissen's charge shewed that greater attention had

been paid to hand-writing than in the other section. The Examiners attach some importance to this point as habits of neatness contracted in the junior classes facilitate a boy's career through the higher classes considerably.

The 5th class contains 38 boys and Baboo Joygopaul Sett is the master. The boys acquitted themselves very creditably in all subjects and the master is deserving of favorable mention.

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# COLOOTOLLAH BRANCH SCHOOL.

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## FROM THE REPORT OF MR. J. SUTCLIFFE, M. A., PRINCIPAL OF THE PRESIDENCY COLLEGE.

### HEAD MASTER, BABOO PEARY CHURN SIRCAR.

IN the beginning of the session under Report, the tuition fee was raised from 3 Rupees to the uniform rate of 4 Rupees in all the classes. This, however, did not affect the strength of the School to any considerable degree. The number on the Rolls at the end of this session being 445 against 509 of the previous year.

The fees realized from the 1st May 1858 to the 31st March 1859, amount to Rs. 20,032-0-0, and the expenditure to Rs. 12,869-7-8, leaving an average monthly surplus of Rs. 651-0-9.

The schooling fee is to receive a further addition of one Rupee from the commencement of next session. These successive additions to the schooling fee have necessarily changed the character of the Institution.

It can no longer be considered a poor man's school; and viewed in this light the change is matter of regret. There are many Natives now occupying a high position in the service of Government, whose advancement in life has been mainly due to the sound elementary education they have received in this School; and it is to be hoped, that such men will unite in promoting the establishment of private schools, which shall occupy the position the Branch School once held. It is indispensable that such schools should have the countenance of Government in some shape, and it is quite possible by a modification of the Grant-in-aid Rules to give the necessary support without drawing largely on the Education Funds.

With the exception of one Mahomedan and one Christian, all the boys are Hindus. There are ten free students from the Vernacular Schools in the Mofussil, and nine of these also draw a stipend of Rs. 4 a month.

The first class contained 48 boys, of whom 38 became Entrance candidates in the Calcutta University. Twenty one passed the exam-

ination with success, nine being classed in the First division and twelve in the second.

The second and third classes were examined simultaneously with those of the Hindu School by Messrs Hand, Rees, and Masters in their English Studies, and in Vernacular by Baboo Ramchunder Mitter. The result of the examination, when compared with that of former years, shews a falling off; but this is attributed by the Head Master to the greater difficulty of the questions and perhaps to some extent justly so.

* * * *

The 4th, 5th, 6th and 7th classes were examined in their English studies by Messrs Sanders and Rees, and in Vernacular by Pundit Gourichurn Surma.

* * * *

The 8th, 9th, 10th and 11th classes were examined in their English studies by Messrs Hand and Masters, and in Vernacular by Pundit Dwarkanath Roy.

* * * *

The remaining classes of the School were examined in all their studies by Baboo Mohesh Chunder Banerjee.

* * * *

The Library is in good condition and is much resorted to by all the Teachers and by pupils of the 1st class.

The services of the last Pundit have been dispensed with on account of extreme irregularity of attendance. The conduct and attendance of the other Pundits and Teachers have been generally satisfactory.

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# CALCUTTA MUDRISSA.

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ANGLO-PERSIAN DEPARTMENT.

## FROM THE REPORT OF THE PRINCIPAL,
CAPT. W. N. LEES, L. L. D.

HEAD MASTER—MR. J. K. ROGERS.

The first class contains 9 Students, five of whom went up and passed at the entrance examination in the first division. Four of these Students obtained Junior Scholarships, the fifth being debarred by being over the prescribed age.

Professor Saunders, of the Presidency College, who was requested by the Director of Public Instruction to examine and report on this Department, submits the following statement.

"In forwarding the enclosed returns, I have pleasure in bearing testimony to a general improvement in these classes. For the three years preceding, I had the honor to report upon the state of the English department in this Institution; and in comparing my remarks on those occasions with my impressions on this, I am happy to find that there has been amendment in some particulars, in which I had felt it my duty, to state that I conceived there was no small room for it. The former vague style of explanation, which evinced no close acquaintance with the structure and nicer meanings of the text has, I may say, disappeared at least from those classes which attempt an English version. The translation into Oordoo however still falls short of due accuracy, in the discrimination of tenses and the appreciation of idiom.

The spelling *viva voce* is better than it was. There is no longer the old slurring over and running together of letters. At spelling from dictation, equal skill is by no means yet shown; and to this exercise, as complementary to the other, I would invite attention.

In English composition, hitherto the most defective part of the Mudrissa training, some progress is descernible; but I should recommend the adoption,

in the second and third classes, of exercises of a style less childish than those in the text book used. Were the pupils to write short abstracts of interesting tales, descriptions on little moral pieces which they had read, or which had been read to them, they would, I imagine, get more command, both of thoughts and language, than they do derive from peddling and mechanical lessons in Cornwell's English Composition. The exercise I have ventured to propose would form an excellent preparation for the study of analysis, with which, in this branch, *Collegiate* instruction should commence. This, in turn, would supply the systematic knowledge of the principles of composition, which Cornwell's book aims I suspect, ineffectually, at imparting. In a word I would substitute an analytic mode of teaching composition, beginning with the freest possible practice of it, for the Synthetic method hitherto not very successfully pursued.

I see with satisfaction that Geography continues to be taught with a constant reference to the map, and that, in History, care seems now to be taken, at least in the Fourth class, to follow up the study of the facts in the order of narration by the study of them in the order of subjects.

To set off against these tokens of progress, there is a manifest deterioration in Penmanship, most noticeable in the highest class, while map drawing seems to have been given up altogether. Elaborate map drawing is probably not worth the time and trouble it costs, but some practice in rough-map sketching is needed to give precision and reality to knowledge in this subject. I did not note any improvement in Grammar.

## Detail of the Classes.

2nd Class

The second class has suffered from the frequent change of masters. The Historical Papers fair as regards matter, were defective in composition, and in spelling, especially the spelling of proper names. The hand writing in most of them was bad.

3rd Class

The third class did worst. There was a prevailing ignorance of the grammatical structure of the passages selected for reading, and a deficiency in Grammar generally. The History Papers of four of the boys were word for word alike, being evidently prepared from some abstract committed to memory. This circumstance made them useless as specimens of composition and the writers of them have therefore blanks in that column.

Persian Examination.

The Anglo Persian Department was examined in Persian by the Principal, who reports as follows :—

The 1st and 2nd Classes were last year reported unfavorably upon and they are still backward, though they have considerably improved since then. They studied during the past year the books noted in the margin. The Head Persian teacher in explanation of the deficiencies of his classes states that the students come to him wholly ignorant of the language, and the inequality of the attainments of the Students in Persian is certainly a difficulty that has hitherto been contended against with but little success. The Students of the Junior classes however are now all very fair Persian Scholars, and the higher classes of this department in future years, or as soon as the Students at present comprising them are worked off, should not be deficient in their Persian Studies.

| | | |
|---|---|---|
| Dewan Hafez | pp, | ... 100 |
| Rokat Jahmee | pp, | ... 57 |
| Secunder Namah | pp | ... 62 |
| Anwar Soheloo | pp, | ... 28 |

* * * *

I have mentioned in the commencement of this report, that considerable difficulty has been experienced in regulating the Persian studies of the boys of this Department in consequence of the difference of the attainments of the Students. It was found impracticable to classify the Students both with regard to their Persian as well as their English attainments, without creating great confusion, as, in consequence of the paucity of Oriental teachers, separate hours could not be set apart for Persian or Oordoo Studies. The Students have therefore been classified with reference to their English attainments alone, and as many little boys, especially the sons of learned fathers, come to school with a very good knowledge of Persian and no knowledge whatever of English, the natural result is that the Persian attainments of the several classes are very varied. The difficulties I have had to contend with on this score attracted the attention of the Mahomedans, and last year a spontaneous effort was made by some native gentlemen to start two private preparatory Schools, one in Collingah, and one in Simlah or Mirzapoor, in which the very young children of the Mahomedan residents of these neighbourhoods might learn the rudiments of both English and Persian. The idea was not realized. At least I have not heard that any such schools have been opened, and I make these remarks more in the hopes that should they meet the eye of any influential Mahomedan they will be induced to make an effort for the benefit of their own class, than from a sense of the necessity of reporting measures contemplated but not carried out.

Moulvee Kubeerooddeen Ahmud, conducted the examination in Oordoo. His report is subjoined.

I have the honor to report for your information that I examined the boys from the 2nd to the 8th Classes of the Anglo Persian Department, and have much pleasure in stating that they were pretty smart in replying to the several questions put to them, they have made very good improvement this year as compared with the past, and are promising.

* * * *

No examiner in Bengali having been appointed, the Head Pundit of this Institution was directed to conduct the examination.

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# COLLINGAH BRANCH SCHOOL.

## FROM THE REPORT OF THE PRINCIPAL OF THE CALCUTTA MUDRISSA, CAPT. W. N. LEES, L. L. D.

### HEAD MASTER—MR. J. F. THOMSON.

Twelve Students of the 1st Class were candidates for Entrance into the University, but of these only three passed their Examination successfully, and none of them succeeded in being placed in the 1st Class of merit. It is but due to the boys and to the present Masters however to mention, that consequent on changes in the instructive staff and from other causes, the former had disadvantages to contend against.

The following is the report of Mr. Rogers, who conducted the examination of the School in English.

"According to your instructions, I examined the Collingah Branch School before it closed for the Rumzan vacation, and have now the honor to report to you the result.

"There are 70 Scholars on the Rolls of the Institution, divided into 4 classes as noted in the margin, the first being sub-divided into two Sections, and the last into three.

| | | |
|---|---|---|
| 1st Class | 1st Section, | 10 |
| | 2nd Section, | 3 |
| 2nd Class, | | 12 |
| 3rd Class, | | 16 |
| 4th Class, | 1st Section, | 15 |
| | 2nd Section, | 6 |
| | 3rd Section, | 8 |
| | Total, | 70 |

"As in previous years, the highest class is composed wholly of Hindoos, but the second and third consist chiefly, and the last entirely of Mahomedans, who now constitute the main strength of the school. Of other denominations there are no Students save a Christian lad, son of a Native Convert.

"The standard of studies of all the classes except the 1st is considerably lower than it was last year, owing, I understand, to the changes that have recently taken place in the School. On the reduction of the number of Classes from seven to four, a fresh distribution of the Scholars was made, and the course of studies was also modified to suit the capabilities of the less advanced students The studies of the 2nd Class are so elementary that I

do not think it likely that any of the boys at present in this class will be prepared to enter upon the course prescribed for the Entrance Examination for the next three years at least.

"The 1st Section of the 1st Class went up to the Entrance Examination, I examined the 2nd Section. One boy out of the three composing it, acquitted himself, on the whole, satisfactorily, the others indifferently. They are all more or less deficient in Algebra, and their written answers show that they have not had much practice in English composition.

"2ND CLASS.—The majority of the students read portions of their Prose and Poetical readers tolerably well, but were not equally successful in explaining the meaning of what they read. They spell *viva voce* correctly but, as is usually the case, committed mistakes in Orthography in writing from dictation. Their answers in History and Geography were generally satisfactory, only the text-books used are of too elementary a nature for a 2nd class, and it would be well to exchange them for more advanced treatises. A third of the class passed a good examination in Grammar, barring parsing of which they are almost wholly ignorant. Their knowledge of Arithmetic too is rather limited, many of them were unable to work accurately questions in Reduction and Rule of Three. The general results of the examination, however, is fair. Six boys out of twelve have obtained more than half the aggregate number of marks, and the three highest on the list are Mahomedan lads."

# HOOGHLY COLLEGIATE SCHOOL.

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## FROM THE REPORT OF THE OFFICIATING PRINCIPAL, MR. J. GRAVES, B. A.

### HEAD MASTER—MR. G. H. W. CONROY.

1st Class.

This class consisted of 37 students, of the average age of 17 years, 32 of these were examined in Calcutta for Entrance into the University, of whom 13 were successful, 8 obtaining Junior Scholarships. The remaining 5 boys of the class were not considered sufficiently qualified to be recommended for the Entrance Examination.

ANNUAL GENERAL EXAMINATION.—The annual general Examination of the 2nd, 3rd and 4th classes was conducted by the Principal, the Head Master, the 3rd Master, the 4th Master, and the Head Pundit, and that of the 5th, 6th and 7th classes by the 2nd Master, assisted by the 7th Master of the Collegiate School, the Head Master and the Head Pundit of the Branch School at Hooghly.

Second class.
Section A. 21 boys.
Section B. 20 boys.
Average age 16 years.

Owing to changes in the establishment, the class was for the greater part of the year under Officiating Masters.

The Principal reports—

"20 students of section A. and 19 of Section B were examined, two students one from each Section went into the University entrance Examination.

"The majority of this class passed a very satisfactory Examination in Euclid and Algebra, but they were not equally successful in Arithmetic. In Geography I was disappointed; my remarks on the result of the Examination of the 2nd Class Branch School in this subject will also apply to this Class."

Mr. Conroy, the examiner in Literature, remarks.

Section A. " The unfavorable opinion I formed and recorded of this Class last year has not been eradicated by the result of the present Examination, I hardly know to what combination of circumstances to ascribe its failure. The frequent changes of Masters during the session has, possibly, had something to do with it, At least I can suggest no other cause. Lest these strictures should be thought too vague and general in their character, I proceed to justify them by special remark. In writing from dictation, some 3 or 4 of the lads made as many as 25 mistakes in not more than a dozen lines, while none had less than 5, the average number being 7, Thumb was *thum* or *thomb* ; Axe was *aks, ags* or *ax* ; stretching was either *streaching, streching* or *streshing* ; edge was *ege, edg* and in one instance *ej* ! From the above examples, it will be seen that the orthographical test to which this Section was submitted was of the simplest and easiest character. Again, only one or two boys appeared to know that when the exact words of another are introduced such words are indicated by double inverted commas, and that where a quotation falls within a quotation, it is usually distinguished by single inverted commas. The pronunciation was lamentably defective. With few exceptions, won was pronounced *own*, o'er like *were*, The explanations both of prose and poetry were equally unsatisfactory. The hesitation of all and the inability of the majority to give any thing like accurate expression to their conceptions of the simplest passages would have been merely ludicrous, but for the consideration that in their failure was involved, in a more or less degree, the failure of all concerned, remotely or directly, in affording them instruction."

Section B. " This class is not in a satisfactory state. Only two boys passed a good examination. The rest were below mediocrity. The remarks I deemed it my duty to pass on the other section apply with even greater force to this. I shall not therefore recapitulate them. Let one display more than usually rich in absurdity pass as a type of all. One boy defined " nausea" to be a " loathsome disease" another described it as a " derangement of ideas" (probably meaning his own,) and a third (whose name in charity I suppress) appeared to confound it with the disease of the nose vernacularly known as " Nasah" (polypus) to which word it bears some slight phonic resemblance."

" The above remarks do not apply to Kunhyelall Mookerjee who is accordingly recommended for a prize."

Mr. Ure, the 4th Master, who examined this class in History, remarks.

Section A. "From the adjoining column of marks, assigned to each student's name, it will be observed that Doyalchand Seal and Soorjocoomar Banerjee have, from their unremitting diligence and application to the study of Roman History, attained the highest number of marks, a distinction, in as much at least as respects this most important branch of their studies, which it is to be hoped may, during the ensuing course, be emulated by all their fellow students."

The Head Pundit, who examined the pupils of this class in Bengalee, reports the progress made to be "Good."

THIRD CLASS.

| | |
|---|---|
| Section A. 23 boys.<br>Section B. 22 boys.<br>Average age 15 ½ years. | Mr. G. H. Savigny, Master.<br>Baboo Dwarkanauth Chukerbutty Master. |

Mr. Twentyman, the Examiner in Mathematics and Geography, remarks.

*Section* A. "22 Students present ; 1 absent, average percentage of marks obtained for Arithmetic and Algebra 30 ; for Geometry 48 ; and for Geography 47."

*Section B.* "22 Students ; all present, average percentage of marks obtained for Arithmetic and Algebra 43 ; for Geometry 57 ; and for Geography 51."

Mr. Conroy who examined the pupils of the class in Literature, reports.

*Section* A. "It is not in my power to make a fovourable report of the progress of this class in the subiects in which I examined them. The points most prominently demanding notice are *explanation* and *pronunciation*, some of the lads, too large a proportion I am sorry to say, were not only unable to explain the general scope of the passages selected for examination, but even failed to give the dictionary meanings of the several words comprised in them, e, g, "*mean desires*" did duty for the phrase "baseless hopes" in the text. Ceteris paribus. The attempts at explanation of poetry were equally defective. In Grammar the class acquitted itself with credit.

*Section B.* "This class passed a very creditable examination in Literature and Grammar. The explanations both of prose and of poetry were most satisfactory. The oral reading, especially of prose, was distinct and correct alike in time, tone and emphasis. In poetry they did not succeed quite so well in these points.

Mr. Ure, the examiner, in History, reports.

*Section A.* "I think that from the marks of the major number of the students of this section in History, it will be obvious that no inconsiderable degree of diligence has, during the last collegiate course, been exerted by the students of this section in acquitting themselves so creditably in this branch of their studies."

*Section B.* Many of the students of this section have acquitted themselves with credit on the present occasion, the sum of their respective marks approximating very closely to the required standard, *viz.*, 50."

The Head Pundit reported that the students of both sections passed a "good" examination in Bengalee.

# HOOGHLY MADRISSA.

## FROM THE REPORT OF THE OFFICIATING PRINCIPAL, MR. J. GRAVES, B. A.

### ANGLO PERSIAN DEPARTMENT.

* * * *

In consequence of the small number of students attending the Anglo-Persian Department, it was considered unnecessary to keep up a separate English Establishment for the Mahomedans, and therefore the appointments vacated by the above-mentioned Masters were not filled up, and the Anglo-persian Department was amalgamated with the general College Department, the Mahomedan students being admitted on the same terms as had applied to the Anglo-Persian Department, by order of Government, dated November 3rd 1858. The services of the three Moulavees who formed the staff of the Anglo Persian Department were retained to give instruction to the Mahomedan students of the College.

### PERSIAN DEPARTMENT.

There are 29 Mahomedan students who attend this Department from the General English Department of the College. They were examined in Persian by Moulavee Ali Azhur, Head Moulavee of the Madressa. The following is the result of the examination given in a tabular form.

| CLASS. | Number of Students. | Good. | Middling. | Bad. | Absent. | Name of the Book in which examined. | Recommended for prize. |
|---|---|---|---|---|---|---|---|
| *Moulavee Tofuzzul Hossein.* | | | | | | | |
| 1st Class, .. .. | 6 | 5 | 1 | . | . | Anwar Sohailee page 1 to 60. Secundernamoh page 1 to 40. | Mohamed Ishag. |
| 2nd Class, .. .. | 4 | 1 | 2 | .. | 1 | Akhlaqmohsini, page 7 to 27. | Mohamed Hashim. |
| *Moulavee Nusseerood-deen.* | | | | | | | |
| 3rd Class, .. .. | 6 | 4 | 2 | .. | .. | Roquat Alumgiri, page 1 to 50. Bostan, page 1 to 40. | Ali Merdan. |
| 4th Class, .. .. | 5 | 3 | 1 | .. | 1 | Gulistan page 1 to 40. | Suffer Khan. |
| *Moulavee Mohamed Modussur.* | | | | | | | |
| 5th Class, .. .. | 8 | 5 | 2 | . | 1 | Gulistan page 1 to 40. | Shaker Hossein. |
| | 29 | 18 | 8 | . | 3 | | |

Drawing Class. Twelve students attended this class from the English Department before and after the College hours, some of whom have made a satisfactory progress in Drawing.

# HOOGHLY BRANCH SCHOOL.

## FROM THE REPORT OF THE OFFICIATING PRINCIPAL, MR. J. GRAVES, B. A.

### HEAD MASTER—BABOO KHETTERMOHUN CHATTERJEA.

* * * *

Examinations, First class, 34 boys, average age, 17 years. } Baboo Khettermohun Chatterjee Head Master.

Twelve of the pupils of this Class were examined in Calcutta for entrance into the University, seven of whom were successful, two obtaining junior scholarships tenable at the Hooghly College.

The Annual general examination of this School was conducted by the Principal, the Professor of English Literature, the third, fifth and sixth Masters of the Collegiate School and the second Pundit of the College.

SECOND CLASS 21 boys, average age, 16. } Baboo Isserchunder Dass, Master. The principal, who examined this class in Mathematics and Geography, reports.

"20 Students attended the examination, one was absent on account of sickness. Last year I found fault with the state of this class, and I regret that it is not in my power to report much improvement since then, though in some of the subjects they have advanced a little ; they acquitted themselves pretty well in Arithmetic so far as the accuracy of the results was concerned, but the solutions were worked out very unsystematically and in a slovenly manner which bore evidence that the subject had been carelessly taught. In Algebra, the majority passed a very indifferent examination, the Master who took charge of the class towards the end of the session explained this by saying that his efforts had been directed mainly towards grounding them in Arithmetic in which he had found them very deficient. They had read two Books of Euclid, and in these passed a fair examination, but here again it struck me that the lads had not received careful instruction."

"I find much cause for complaint in the little progress that has been made in Geography, the class failed in this subj ect last year and it remains one on which they have bestowed little or no attention, with the use of the Terrestrial Globe they seemed to be utterly unacquainted, a few clumsy attempts were made to draw an outline of a map but they have evidently had no practice in map drawing, I was sorry to observe an unusual degree of apathy exhibited by the students throughout the examination"

The Professor who examined the pupils in Literature and History reports.

"I am happy to be able to report that I consider the result of the examination of this class in their English Branches, as satisfactory."

"The No 3 Poetical Reader was the principal test. Last year nearly all the corresponding class failed in explaining and parsing the poetry. This year at least two-thirds of the class did very fairly. The average of marks is also very good being 32 nearly out of 50."

"This class has read about half of Marshman's Brief Survey of History and they will continue the same book next session I consider two sessions far too much to spend in acquiring the very superficial acquaintance with ancient History which can be gleaned from the book"

The second Pundit of the College remarks that this class passed a "Good" examination in Bengalee.

| | |
|---|---|
| THIRD CLASS<br>33 Boys, average age, 15. | Baboo Sreenauth Banerjee, Master |

The examiner in Mathematics and Geography, reports

'33 boys presented themselves at the examination, two of these Hurrymohun Banerjee and Kanielall Mullick were turned out for copying I regret exceedingly that I have again to report very unfavourably of the state of this class, with few exceptions the students failed completely in Arithmetic, and from the result of my examination I cannot but conclude that they have had little instruction in the subject, many of them in dividing a number by a single digit followed by ciphers made use of long division, covering their slates with figures in performing an operation, that would have been accomplished in a line by any lad who had received ordinarily careful instruction in the rudiments of Arithmetic. I was better pleased with their answers in Geography, though even in this they did not display that proficiency which might have been expected from the programme of their studies during the session They had read nineteen Propositions of the 1st Book of Euclid, and I was satisfied with their knowledge of the subject so far"

The Examiner in Literature and History, remarks.

"The same remarks apply to this as to the 2nd class with respect to the results as compared with those of last year."

"The Books in both the classes are the same with the exception of History. This class has read *the Kings* and a chapter of the Commonwealth of Rome, from Pinnock."

"The average of marks in this class is 23 out of 40, while the average is more than half the highest, it is not unsatisfactory."

Result of Bengalee Examination "Good."

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# DACCA COLLEGIATE SCHOOL.

## FROM THE REPORT OF THE PRINCIPAL

### MR. W. BRENNAND

### HEAD MASTER—MR. TYDD.

1st Class Collegiate School.

The majority of the pupils of the 1st Class Collegiate School were candidates for Junior Scholarships at the Entrance Examination, nine of them succeeded in passing this examination, and to six of this number Junior Scholarships were awarded. As previous class examinations had been held for the purpose of determining the relative qualifications of all the pupils, it was not therefore deemed necessary to subject such of them as were not candidates for the Entrance Examination to another formal examination.

2nd Class.

The Second Class of the Senior School was examined by Mr. Brennand in Mathematics and History, by Mr. Tydd in Geography and the Vernacular. The remarks of the examiners are on the whole favorable. In all the subjects except Geography and the Vernacular, the results shew a fair average of marks. In the aggregate 15 boys were good having obtained half marks and upwards, 8 middling, and 3 indifferent.

3rd Class Section A.

The Third Class Section A. was examined in English by Mr. Harris from Prose Reader No. 4, Poetical Reader No. 3 and Lennies Grammar. He reports " I can neither praise nor find fault with this class; but it acquitted itself on the whole tolerably well."

In the vernacular, the examiner, Mr. Tydd, says that the majority have not paid sufficient attention to this branch of the course.

In the other subjects namely History, Mathematics, and Geography, the examination was satisfactory. The aggregate results shew that out of 22 boys,

8 were good.
4 middling.
10 indifferent.

Section B. of the 3rd class.

The examiner in English, Mr. Harris, says "though most of the boys of this class have obtained promotion marks, I cannot say that it passed a very good examination. It contained no boys of superior merit."

Mr. Tydd who examined them in History, Geography, and the vernacular, states, that in History, "the answers to the questions were on the whole vrey satisfactory," that "the examination passed by the class in Geography was highly satisfactory reflecting much credit on the exertions of the teachers," the students were found to have made satisfactory progress also in their Vernacular studies, "but excepting two or three boys they were unable to convert terms of the Bengali Grammar into corresponding English ones, this is owing to their attention not having been directed to such exercise, and the Pundit not being acquainted with the English Grammar."

The examination in Mathematics was very creditable.

The aggregate numerical results shew that out of 21 boys,

7 were good.
12 middling.
2 bad.

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# KISHNAGHUR COLLEGIATE SCHOOL.

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## FROM THE REPORT OF THE PRINCIPAL, MR. A. SMITH, M. A.

### HEAD MASTER—MR. R. L. MARTIN.

The Examination of the School Classes commenced on the 1st March and terminated on the evening of the 16th. It was conducted by the Principal in conjunction with the Head and Second Masters, the Principal Sudder Ameen who kindly lent his services, and the senior Pundit. The subjects of study and the results of the Examination are subjoined.

1st Class.

The First is not included in the above description; being that which furnished the candidates for the Entrance and Junior Scholarship Examinations. Their Examination proceeded simultaneously with that of the other classes.

*2nd Class English Literature.*—The Principal reports.

"This Class consists of 20 boys of whom 16 were present, 3 being sick, and 1 on leave, average age 15½. One half of the boys obtained ½ the full marks, only 2 of them ⅔ in their Literature, the prose part of which being rather difficult for them required to be more minutely explained to them than it appeared to have been.

*History.*—"As before there were 16 present at the Examination in History which nearly the whole class had evidently studied carefully, as 3 only obtained less than ½ marks, 9 gained more than ⅔ of the full number allowed."

*Mathematics,*—The Head Master reports,

"As the students of this class will be the chief representatives of the college at the next Entrance Examination (in December), and as I was, in consequence, anxious to form an accurate opinion of their attainments, I gave them a most searching Examination in Euclid, Algebra, and Arithmetic. The papers I set for them were at least as difficult as those which were given to the candidates for Entrance, and since with one exception

they obtained upwards of one fourth marks (the past marks in Mathematics at the Entrance Examination) I have every reason to express myself satisfied with their preparation, eleven boys out of the sixteen, who were examined in every branch (two were taken ill during the progress of the examination) obtained upwards of 37 per cent, and two boys Prosunno Chunder Roy and Luckinarain Doss answered respectively 86 and 85 per cent. There are some 5 or 6 boys in this class whose time would merely be wasted if they continued at the Entrance Mathematics during the next Session, and it would be a great advantage to them in their after career, and any thing but a loss to them so far as their Examination is concerned if they studied Euclid to the end of the sixth Book and Algebra to the end of Quadratic Equations, every Proposition in Euclid being accompanied by, at least, one Deduction.

Grammar and Geography.

The Second Master Reports.—"The class acquitted itself well in both the subjects noted in the margin."

*Bengali.*—The Principal Sudder Ameen reports :—

" I examined this class and am happy to state that in Bengali Literature with some exceptions the rest did tolerably well. In translation they acquitted themselves to my satisfaction. Luckhinarain Doss' paper in Bengali Literature was highly commendable."

*3rd Class English Literature.*—The Principal reports.

" This Class consists of 26 boys all of whom were present. The amount of Reading prepared by this Class was less than it should have been, being only 50 pages prose and 35 of poetry, but they appeared to have been well and carefully taught. ½ of their number having obtained ¾ and upwards of the total marks, and 20 out of 26 having gained ½ marks."

*History.*—" All the boys were present at the examination in History which was a highly creditable one. It embraced the whole range of their reading and no fewer than 19 out of 26 gained ¾ and upwards of the full number allotted, and 21, one half."

*Mathematics.*—The Head Master reports.

"The fact that 20 boys out of 26 obtained upwards of half marks is very satisfactory. There are many intelligent boys in the class two *viz.*, Norohsry Mookerjia and Juggeshur Ghose, remarkably so. Their course in Arithmetic includes every thing in the entrance standard and they have got the 37 Propositions of Euclid and the four simple rules in Algebra. Some six or seven lads would easily be able, in the course of the two next Sessions to learn accurately the 6 Books of Euclid with Deductions and Algebra to the end

of Progression. With five exceptions, so far as Mathematics alone is concerned, they are deserving of promotion."

*Grammar and Geography.*—The Second Master reports,

"The Grammar of this class was very fair and the Geography good."

*Bengali.*—The Principal Sudder Ameen reports.

"I examined this class and I have every pleasure in remarking that the majority of this class passed a good examination, in reading, spelling and explanation. On the whole two boys Grishchunder Mookerjia and Rameshur Bhuttacharge are deserving of praise. All the rest failed in Translation."

Library.

The Library contains 2,670 Volumes and 357 Pamphlets of the original value of Rs. 10,691-5-6 for reference and use by the masters, students and authorities of the College. 103 Volumes at a cost of Rs. 587-4 were added to the existing stock in the course of the past year, and a further supply valuing above Rs. 330 is on its way, and will probably arrive in less than a month. The bulk of the Library is in excellent condition. A great number of books which are in daily use of course exhibit the marks of it, and in some cases signs of dilapidation, but being repaired at a small cost, continue generally to be perfectly serviceable. There does not appear to have been any wanton destruction of any part of this property and greater care is evidently taken of such books as the boys are entrusted with out of College hours than was formerly the case. The books alluded to in the last general Report as supplied by successive Book Agents but lying useless and gradually falling a prey to insects and dust, and the deterioration consequent on the appearance of later works and Editions, are by permission of the Director of Public Instruction in course of sale at reduced prices, and the proceeds are in part being applied to the procuring of additional almirahs greatly needed, and a large Library Table no less needed, now that the room in which the Library is kept is further intended as a reading room.

Philosophical Instruments.

The Philosophical Instruments have neither been increased in number nor injured in any respect during the last year.

Many of them are incapable of being used owing to the effects of time and the climate upon them, but those which are most constantly in use and which afford the greatest assistance in explaining the truths of

Mechanics to the College classes are fortunately, with one or two exceptions, in good order.

Estimation of College.

If an increase of above ¼ in the total number of students during the past Session be any criterion of the repute in which an Institution of this nature is held, then it is evident that the public confidence and estimation and favor which this College has hitherto enjoyed continue at the least undiminished.

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# BERHAMPORE COLLEGIATE SCHOOL.

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## FROM THE REPORT OF THE HEAD MASTER, MR. S. W. BRADBURY.

The 1st Class of the Collegiate School consists of 14 boys who all went up for the Entrance Examination. Of these, 7 succeeded, and 3 of the 7 were placed in the 1st Division. This is the first time that Berhampore has ever produced boys in the 1st Division, and as the Collegiate Schools of Dacca and Kishnaghur have only obtained 2 each in the 1st Division, I think this class may be considered to have acquitted itself well. I did expect that twelve would have succeeded. Scholarships have been awarded to the 7 successful candidates tenable for two years.

The 2nd Class consists of 26 boys. Their reading wants fluency and in Grammar they have not been well taught ; their parsing was a failure and even in giving the definitions of the parts of speech they did so in bad English. Arithmetic, Algebra and Geometry were very much better. In Geography they passed very well. The Bengali Examiner gave very high marks to them all, so they did well in this subject.

The 3rd Class consists of 25 boys. Their reading and explanations were very defective, but I was very much pleased with the way in which they answered their Arithmetical questions. Their answers were neat and very correct. In Bengali they succeeded in getting good marks, in Geography very good.

* * * *

Great inconvenience has been felt for the want of a proper building for the college. When the present Head Master took charge, the College was held in the circuit-house, but he was given to understand that on no account could it remain there after the 1st of November, and it was with great difficulty two houses were obtained, these being at a great

distance apart, the Head Master has not been able to exercise that superintendence over the Classes which he would have wished and which is absolutely necessary ; 5,000 Rupees have been sanctioned for a temporary building, but it is extremely difficult to get building materials and workmen on account of the great number of Military works that are going on in the Station and this has prevented the building from rising so rapidly as one would wish. The permanent building is not expected to be ready before the end of three years. Of the 5,000 Rupees sanctioned for the Temporary Building, 2,000 were subscribed by the native residents of the district, 500 having been given by Ranee Surno Moye.

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# ZILLAH SCHOOLS.

## FROM THE REPORTS OF THE LOCAL COMMITTEES FOR THE YEAR 1858-59.

## BARRACKPORE SCHOOL.

SECRETARY—S. H. C. TAYLER, ESQ.
HEAD MASTER—BABOO RAJCOOMAR ROY.

* * * * *

The School numbered 129 boys on the Rolls on the 30th April 1859. The Schooling fees and fines &c., collected during the past year, *i. e.* from May 1858 to 30th April 1859, amount to Rupees 2,462-11-6 and the expenditure incurred during the same was Rs. 1,718-14-8, so that there was at the close of the session a surplus sum of Rupees 743-12-10.

The first and second classes of the school were examined by Mr. Tayler the late Secretary, and Dr. Bray, the Medical Officer of Serampore, but they have left no special report. The lower classes were examined by the Deputy Inspector of Calcutta whose report speaks for itself. The returns of the annual examinations of the several classes are herewith forwarded.

* * * * *

Two of the students of the school competed for junior scholarships at the late Univers ty Entrance Examination, and one of them, Nilmadhub Bhattacharjea has successfully passed the Examination, and joined the Medical College.

# JESSORE SCHOOL.

SECRETARY—F. C. FOWLE, ESQ.
HEAD MASTER—MR. J. SMITH.

From the first class, seven boys were sent to the University Entrance Examination; one being unavoidably detained in his house, on his way to the Kishnaghur College, six presented themselves; and five of these passed the required test, and have been placed in the 2nd Division. The candidate who could not present himself very probably would have also been successful, as he stood the third in the list.

The annual examination commenced on the 14th of March and terminated on the 24th.

The Examiners, upon the whole, have very favorably reported on the examination.

Second Class.

This class consisting of 21 boys of the average age of 14, of whom only one was absent, was examined by Dr. Elliot and Baboo Upendra Chunder Nyarutna.

Dr. Elliot remarks.—

"The boys of this class acquitted themselves very creditably, and shewed considerable proficiency in the various branches in which they were examined, reflecting much credit on their teacher Baboo Moheshchunder Banerjee, who appears to be a pains-taking and able master. He holds a teachership certificate of the former Fourth Grade and seems well deserving of promotion."

Baboo Upendro Chunder Nyarutna thought this class to have passed a fair examination in Bengali.

Third Class Section A.

This section of the third class, consisting of 27 boys, of the average age of 13, of whom ( ) were absent, was examined by Mr. Seton-Karr and Rajah Baroda Kant Roy Bahadoor.

Mr. Seton Karr remarks,—

"I examined the 3rd class in History, Prose and Poetry, Grammar and Geography, and translation generally. I consider the progress of the class, on

the whole, good. The questions which I put were certainly not usual questions ; and I made the boys answer in their own Vernacular, and not in the style and language of the book which they had been reading. Several of the boys answered well, especially the 8 or 9 first, and number 24, who has lately joined the class—and I was glad to find a Mahomedan at the head of all.

"I do not think it necessary to make the position of any of the boys dependent on the results of a two hours *viva voce* examination, unless perhaps it should be in the case of number 24 who ought to come after number 18, and whose answers and intelligence were much superior to those just above him. Some of the maps were very fairly drawn. The 3rd master Baboo Saroda Prosad Roy is well qualified for his task and takes great interest in the boys."

Rajah Baroda Kant Roy Bahadoor says,—

"I examined in Bengali; the boys acquitted themselves very well in all the subjects, reflecting much credit on their tutor, Pundit Nilmony Nyarutna, who has taken much pains to instruct them."

Third class Section B.

This section containing 34 boys, of the average age of 12, of whom 4 were absent, was examined by Mr. Fowle and Baboo Anand Chunder Banerjee. Mr. Fowle says,—

"The master of this class, by name Baboo Shishir Coomar Ghose, has been acting for about a year, and the very good examinations the boys have passed do him great credit. The great attention he has paid to their studies has been well repaid by the manner in which they have worked out their several subjects."

Baboo Anand Chunder Banerjee reports,—

"I examined this class and found all bad, with the exception of a few. Those whom I thought bad, are so dull that there is no hope of their ever being good. Their master is not to blame."

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# BARASET SCHOOL.

SECRETARY AND HEAD MASTER—BABU NOBIN CHUNDER DASS.

FROM THE REPORT OF THE SECRETARY AND HEAD MASTER.

The Local Committee have met seven times during the year, and as usual, conducted the annual examinations of the School. In June 1858, they received an application from the inhabitants of the neighbouring villages to organize a School in their quarter, and accordingly a member of their body was deputed to make local enquiry as to the amount of subscriptions which the people might be willing to contribute, and the number of boys likely to attend the School. It was found that boys in sufficient number could be expected, but no subscription, but as the schooling fees, which must necessarily be small, could not alone cover all the expenses, the application fell to the ground. They have had however another School at Baraset under their superintendence which has considerably advanced in magnitude and efficiency since its connection with them. The Hon'ble A. Eden, President of the Local Committee, takes a deep interest in education; in 1857, when there were more scholars from this School than the number of Government scholarships, he exerted his influence to induce some zemindars in his district to provide the means necessary for a College education to such of them as stood in need of such aid in the absence of Scholarships. The same provision has been made this year again for two lads in similar circumstances. He has moreover given employment to two ex-students and one teacher of this School in the last year. The other members have also shewn much interest in the School.

The zemindars and other gentlemen who have so generously encouraged the boys with pecuniary aid are Babu Prannauth Chowdry, Babu Ramruttun Roy, John Elias, Esq., and Babu Mothoor Mohun Chowdhry.

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Examinations.

Five out of ten candidates selected for the Entrance Examination, have successfully passed it, three of whom have received Scholarships—one a Presidency College exhibition of Rupees ten, and the other two Junior Scholarships of eight Rupees each, and the remaining passed candidates zemindaree aid, as I have already mentioned.

The general examinations of the School have been conducted according to the following arrangements.

*The Hon'ble A. Eden* took History, Grammar, Literature and Geography of the 2nd Class and Reading of the 2nd and 3rd Classes.

*Babu Protap Narain Singh*—Byacurn and Translations of all the Classes, and English of all but the 2nd Class.

*Babu Koylash C. Chatterjee*—Mathematics of all the Classes and History of the 3rd and 4th Classes.

*Babu Joy Gopaul Mookerjee*—Grammar, Geography Handwriting and Dictation of the 3rd, 4th and 5th Classes and History of the 5th Class.

*Babu Kally Kinckur Chowdry*—Bengali, excepting Byacurn, of all the Classes.

Appendix (G.) shows that none of the boys of the 2nd and 3rd Classes have gained above $\frac{3}{4}$ of the total marks. The 2nd class failed especially to satisfy the examiner in Literature, the Hon'ble A. Eden, who was of opinion that the boys were decidedly inferior to those of other years. I have since found his remark to be too true and too fully verified by the comparatively indifferent progress of those who have been promoted to the 1st Class. The 2nd Master, who was formerly a Senior Scholarship-holder of the Hooghly College, attributed the failure to the circumstance of the 3rd Class not having been properly taught by the 3rd Master in the previous year. I am sorry to think that some part of the unsatisfactory result is no doubt ascribable to his own lack of diligence and attention. His short-comings have been pointed out to him and there is hope now of seeing a better state of things. The 3rd Class has produced only 9 boys for the *second* column of the statement, the lowest number even in that column. It

is quite possible the 3rd Master did his best to ensure the efficiency of his Class, though without success. The other Masters have acquitted themselves satisfactorily and require no particular mention.

Distribution of Prizes.

This year for the first time the distribution took place immediately after the examination. This was impossible so long as the practice of receiving books through the Government Book Agency continued in vogue. The Hon'ble A. Eden presided on the occasion and distributed the books, after which he encouraged the boys with a short speech. Baboo Ram Conye Ghosaul, Mooktyar, who was present, gave three prizes of Rs. 10 each, from his own pocket, two to this School, and one to the Branch School. His prizes for this School were gained by Bholanauth Doss and Kally Kristo Banerjee for their proficiency in Mathematics and Literature respectively ; both of them have since won Junior Scholarships. Baboo Ram Conye Ghosaul, is a man of considerable liberality and deserves mention as an encourager of education in this country.

School.

The School continues to maintain its popularity, its numerical strength and income from schooling fees have remained constant, notwithstanding the recent growth of a Branch School in the same neighbourhood with various encouragements and prospects before it. Both in the new School and the old Dhurmoshova School, the rate of tuition fee varies from 2 to 8 annas, an apparent advantage which the general poverty of the people does not allow them to forego. The resources of the School are in a flourishing condition, as appears from the marginal statement of annual balances in its favor. Were it not for the present exigencies of the State, which have led to the suspension of the order for expending on a School the whole of its income in a year, the Committee would have been glad to recommend some improvements and additions to the Establishment such as those which the Ooterparah, Howrah and even distant Zillah Schools have obtained of late ; *viz.* a 2nd Master on 75 or 60 Rs. salary, a seventh Master on 15 Rs., a Librarian on

| | | | | |
|---|---|---|---|---|
| Year 1855-56,... | Rs. | 166 | 10 | 8 |
| „ 1856-57,... | „ | 495 | 8 | 1½ |
| „ 1857-58,... | „ | 646 | 8 | 11 |
| „ 1858-59,... | „ | 817 | 9 | 10½ |

10 Rs., &c. It is probable, however, that they will take an early opportunity of ascertaining your views on the subject. They are of opinion, that unless this School be allowed to keep pace with its rival institutions in point of establishment, it will be too much to expect equal efficiency from it.

Bengali Examination.

The examiner in Byacurn, Baboo Protap Narain Singh, Deputy Magistrate, was not satisfied with the replies of the boys in this subject. The Pundit has been directed this year to teach Byacurn to the first two classes only.

* * * *

Building.

The School house with all its appertenahces, the Boarding House, and out-offices are in good repair. A Bungalow for the residence of the Head Master has been added in the course of the year, which will render the Head Master's post more valuable and afford increase of accommodation to the School. The room on the second floor which the Head Master at present occupies might hold a class with great convenience of ventilation and quiet.

In conformity with Circular No. 1254, dated 3rd September 1857, from the Director of Public Instruction, Government School Certificates have been issued to the following three boys in the month of December 1858, *viz.* Koylash Chunder Banerjee, Poornu Chunder Goopto and Jodu Gopaul Mookerjee.

Garden.

In September a collection of American vegetable seeds was obtained from the Agricultural and Horticultural Society of Calcutta and sown in the course of September to November. The cabbages while young suffered extremely from the heavy rains which fell in November, and afterwards from insects, and consequently the return was not satisfactory. All the seeds did not come up. Lima and French beans grew, but even they yielded no crop. The wheat and barley seeds did not germinate. The peas, tomatoes, squashes, carrots, turnips, lettuce &c., succeeded as usual. Baboo Peary Mohun Banerjee, 4th Master, superintended the Garden during the Dasserah Vacation ; he directed the sowing of most of the

above seeds and kept a register of their progress. Since December the Garden has been placed under the charge of the present 5th Master in conformity with your orders.

The 5th Master gave instruction to the boys on the primary formation of plants during the month of December, January and February. He occasionally took them to the farm and there explained the nature and properties of manure, the names of the different parts of a flower &c, but I am afraid his teaching is not valued by the boys. Your letter No. — dated 5th March 1859, intimating that the Director of Public Instruction did not approve of the proposed examination in Botany, has also produced a discouraging effect on the study of this subject.

Boarding House.

This institution has never worked continuously for any length of time; the closure of the School for any period which allowed its inmates to go home generally to distant places, has invariably been followed by a temporary cessation of its operations extending beyond the Vacation. There were two such vacations in this year and twice the house was closed. The number of boarders varied from 1 to 5, besides one lodger; the rate of boarding fee paid was Rs. 2-8 in the beginning of the year and Rs. 3 afterwards, with the latter rate the establishment did not fall in debt. The morals of all the boarders have been quite satisfactory. It may not perhaps be amiss to mention here that some private families at Baraset are in the habit of allowing particular boys to board with them. As they keep no servants, they can of course manage to do it at a cheaper rate than the Boarding House.

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# PUBNA SCHOOL.

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OFFG. SECRETARY—E. W. MOLONY, ESQ.,
HEAD MASTER—BABOO GOURNARAIN ROY.

* * * *

THE numerical strength of the School on the 30th April was 99 boys, being 25 less than the number borne on the rolls at the close of the preceding Session. This falling off in the numbers however has been made up by fresh admissions since the date noted above, and the School at present numbers 124 pupils.

The average daily attendance at the School during the year under report has been 67.

The receipts from schooling fees and fines during the past year amounted to Rs. 1041-12-0 which with the assignment to the School from the Government Revenues have been sufficient not only to cover all charges incurred during the year, but also to leave a surplus at the end of it.

The annual general examination of the several classes of the School for the past session was held in April last, and was conducted by the gentlemen named in the margin. The result of the examination will appear from the remarks made by the Examiners.

*General Examination.*

G. G. Morris, Esqr.
W. Colles, Esqr.
Baboo Dwarkanath Banarjee.
Baboo Ishan Chunder Dutt.
Baboo Madhub Chunder Choudry.
Baboo Radha Gobind Doss.
Baboo Neelmonee Sem.
Baboo Gour Narain Roy.
Baboo Umbica Churn Mozoomdar.

* * * *

SECOND CLASS.—This class numbers seventeen pupils, of whom sixteen attended during the examination. It is divided into two sec-

tions. It taught by the second Master assisted by the Head Master who takes the first section in Literature and Algebra, and by the third Master who teaches Arithmetic and Bengali to the second section.

Mr. G. G. Morris, the examiner in literature of the first section remarks :—

This class or rather section A of it did very fairly. The first boy in Particular is very intelligent, and surprised me with his acquaintance with the signification of terms. Ramgopall Chuckerbutty No. 5, seemed to me in the examination more self-possessed and quick of apprehension than his senior No. 4."

Baboo Neelmoney Sein, the examiner in literature of the second section remarks :—

"The students of the second class, for the most part acquitted themselves tolerably well, but it appears to me that Chambers' Biography is very high for them, and I would recommend the introduction of an easier book in its place."

Mr. W. Colles, the examiner in mathematics remarks ;—

"The answering in mathematics was extremely creditable."

Baboo Ishanchunder Dutt, the Examiner in Grammar, reports :

"On the whole I was well satisfied with the answers made by the students named at the top of the list of each class and section examined by me. The result of the examination as to the comparative merit of each boy is recorded in the tabular list furnished to the Masters of your School.

"To improve the knowledge of the boys in Grammar, I take the liberty to suggest that greater care may be taken with advantage to exercise them in lessons not in their class books. It is I think because many of the questions put to the two sections of 2nd class were not questions from their class books that none have attained the standard number. Most of the boys were able enough to answer questions selected from their books.

The great disparity of merit between the higher and lower boys of each section might, I think, be removed by promoting the meritorious of the lower section or class to the higher without reference to the period they are studying in the class. Thus the best boy of the 3rd class would better grace the 2nd section of the 2nd class than the lowest boys in the class and in the same way two or three of the 2nd section may be promoted to the 1st with advantage. This of course can have effect only with regard to those students who prove themselves to be superior to the rest in all the branches of the study of their respective class or section."

Baboo Radagobind Dass, the examiner in Geography of the 2nd and 3rd classes, reports.—

"The second class is divided into two sections. The first section contains 6 boys and the second 11 making a total of 17 boys; of these one only was absent. Their text book in Geography is Stewart's treatise on the subject, and their progress during the whole year, as stated by the teacher, extends to a thorough knowledge of Europe and its dependencies. I was however sadly disappointed to find that the boys could not answer the simplest questions on that subject. Many erred in repeating the names of the chief cities; and every one in answering what were the chief productions of the several countries. In explaining the definitions as given in the beginning of the book, I found that the most important of them were not at all understood. This sad deficiency in the progress of the boys in so important a subject is due, partly I think to the circumstance of the boys not liking it, and partly to the mode of teaching. I should therefore draw the attention of the Committee to these two points and would earnestly recommend them to notice the circumstance to the teacher."

Baboo Madhub Chunder Choudry the Examiner in Bengali of the 2nd and 3rd classes, reports :—

"The 2nd class is composed of two sections, and taught by Baboo Umbica Churn Mozoomdar, (since transferred to Beauleah school.) The students of the 1st section are 5 in number. They are instructed in Brojokisore's Bengali Grammar and Ukhoy Coomer's Bajhoobostoo. They as a body have not passed a good examination. Only one boy (Jodoo Nath Mozoomdar) acquitted himself well.

"The second section consists of 11 pupils. They are taught by the 3rd Master, Baboo Woomesh Chunder Sirkar, their text books being Grammar and Betal-punchobingsotee. Mohima Chunder Bhowmick and Prosunno Chunder Lahoory are the only two who acquitted themselves creditably.

"The 3rd class students are 15 in number. They read Grammar and Nobonary by their tutor Woomesh Chunder Sircar. Their performance is satisfactory and does them credit.

"The general proficiency of the pupils in the Vernacular language is not I regret to say, quite as satisfactory as desirable. The reason is, I believe, the want of a Pundit. All the English teachers are not themselves good Bengali Scholars, nor have they time enough to devote to teaching the Vernacular, which I consider extremely important. I would therefore earnestly suggest that a competent Pundit be appointed to teach Bengali, out of the surplus fund of the Schooling Fees. And if this be carried into effect I dare say the students must sufficiently advance and the result of the next Session's examination would be far more satisfactory than the one under review."

FIRST CLASS.—This Class is composed of four pupils, all of whom competed for Junior Scholarships in March last.

* * * *

The late Secretary to the Committee, who left the station a few days ago, thus recorded his opinion of the several masters attached to the School.

"I hold a very good opinion of Baboo Gour Narain Roy. He is himself well educated and has acquired considerable experience in teaching. As the Head Master of the School, he exercises a very wholesome superintendence over the other classes and teachers subordinate to him. The assistance he renders to the Secretary in conducting the current duties of his office is also valuable.

"Baboo Umbica Churn Mozoomdar, who was the 2nd Master of the school has been recently transferred to another district on promotion. I consider him a very good teacher."

"Baboo Woomesh Chunder Sircar, the 3rd Master, is an experienced teacher, and though he holds no teachership certificate yet he succeeds every year in preparing his class remarkably well for the examination, as appears from the reports of the Examiners.

"Baboo Taruk Nath Sein, the 4th Master, has joined the school lately. From the little that has been known of him he appears to possess the tact of teaching. He holds a 2nd grade teachership certificate, and is by all means fit for taking charge of a higher class, and I doubt not that in time his good services will secure for him a better appointment.

"Baboo Woomesh Chunder Sircar is an ex-student of this school. He seems careful and industrious, and during the time he conducted the duties of the 5th Master, he gave satisfaction."

State of education in the district of Pubna.

This is one of those subjects which the "Rules regarding the duties and responsibilities of Local Committees of public Instruction," circulated in December last, require to be noticed in their annual Reports; but it is one of which a knowledge can only be obtained by long residence in the district, in the absence of any available statistical returns of the interior of the country. Of the gentlemen on the Committee none have been long in the district, and what the Committee propose to say here is based on information supplied by the head Master, whose stay at this station extends over a longer period than that of any other officer of Government on the spot, connected with the education department.

During the last few years the people in the interior of the district have learned to think on the subject of education, though only as a means to obtaining employment, and educational efforts are not now looked upon with the apathy which was observable before. To value knowledge for knowledge's sake is a step towards mental culture, which indeed they have not yet accomplished, and perhaps will not accomplish for some time to come. But the change above alluded to is none the less for that an important one, inasmuch as it shews that the inertia of their past inactivity in the matter of education has been overcome, and that they are in a fair way to advance. As a natural consequence of this change several Schools have sprung up in the district, where the rudiments of general knowledge are taught in English and Bengali. Two of these Schools receive Grants-in-Aid from Government, but the others are supported entirely from local resources. Of the two Grant-in-aid Schools, one is at Coomercolly, and the other at Dhooljana. The unaided schools are those at Kooruria and Bungram and the Vernacular ones at Pubna and Tatibund. A few more schools would have been established but for the suspension of the Government Grant-in-aid Rules.

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# BURRISAUL SCHOOL.

SECRETARY.—F. B KEMP, ESQ.

HEAD MASTER—BABOO GOPAL CHUNDER DUTT.

The number of pupils borne on the rolls on the 30th of April 1856 was 214, which falls slightly short of the number reported last year. This small decrease in the number of students however, does not in the least indicate any corresponding want of a desire for the blessings of an English education or the falling off of the Institution in the estimation of the public. The establishment of a certain number of Anglo Vernacular Schools in the interior has drawn away some of the little boys from the lower classes, who generally prefer to receive their elementary education in schools established in their own villages to those which are at a considerable distance from their homes.

There were fifty eight admissions during the year under report. In the year preceding the number was fifty three. This is sufficient to shew that the school has fully maintained its former position in the public estimation, and that the people generally prefer the more improved and systematic method of instruction pursued in a zillah school to the grant-in-aid schools in the mofussil. The attendance during the year was not so satisfactory as in the previous session. The average number on the rolls in the previous year was 2.255, and the average attendance 172.57 or 76 per cent. The average number on the rolls in the past year was 216 and the average attendance 157·05, i. e. 72·68 per cent.

From the accompanying statement of the number, religion &c., of the pupils of the School as on the 30th of April last, it will appear that the number of Hindoos studying in the school was 204, and that of the Mahomedans 9. The Committee regret to observe that there is a gradual diminution of the number of Mahomedan students from year to year. There were 23 pupils in 1857, but in 1858, the number was reduced to 13, and in the year under review it has dwindled down to 9.

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The annual examination of the School was conducted by the members of the Local Committee. The First Class consisted of 21 pupils out of whom 17 were candidates for the Calcutta University entrance exami-

nation. The remaining 4 boys were not subjected to the annual examination. Among these 17 candidates for entrance, 7 have passed the ordeal with credit, and one of them, Shoshee Bhooshun Sein, has been placed in the first division. Shoshee Bhooshun Sein, and Surbanundo Dass, another candidate, have also obtained Junior scholarships of the value of 8 Rs. a month.

The second Class consisted of 12 boys whose average age is 16·83. Two of the boys were absent throughout the examination. The remaining ten boys underwent the test. Mr. Grant, who examined this Class in Literature and Lessons on objects, remarks :—"I have examined the boys of this Class in Literature and am glad to say they evinced a very fair proficiency." "I examined this class in lessons on things and have much pleasure in reporting a very fair proficiency in the subject, both master and pupils deserve commendation." Mr. Shuttleworth the examiner in grammar says,—"I have examined the boys of this (2nd) class and have much pleasure in testifying the great proficiency they have displayed in Hile's grammar up to page 28, and to their quiet demeanour during the examination." Mr. Limond examined this class in History. No remarks have been recorded by this gentleman. Mr. Alexander who examined this Class in Mathematics, makes the following report. "I examined the boys of this class in arithmetic, algebra, and geometry. In geometry they did very well and the results of the examinations in arithmetic and algebra are creditable both to master and pupils." Mr. Hughes took the examination in geography and made the following remarks : "I examined this class in Nicholl's geography of India and was very well satisfied with their acquaintance with the geography of India." The translations of this class were very bad ; Mr. Kemp who examined the boys in the subject remarks, "I examined this class in translation from Bengali into English and *vice versa* and was by no means satisfied. This essential branch of their education appears to have been neglected."

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The Principal Sudder Ameen, Pundit Sreenath Bydeabagish, conducted the Bengali examination of all the classes. He is on the whole very well satisfied with the progress made by the boys of all

the classes in the Vernacular. The first four classes are taught by the school Pundit, and the other classes by their respective teachers. The classes taught by the Pundit also receive instruction in *Sanscrit* from Eshurchunder Bydea Sagur's Introduction to Sanscrit Grammar.

The result of the examination is on the whole satisfactory. The Committee are satisfied with the manner in which all the masters have discharged their duties. The Head Master, Baboo Gopalchunder Dutt has taken leave on sick certificate. The Committee regret much the temporary loss of his services. Amongst the under masters, the Committee would particularly mention Baboo Bhugwanchunder Sein and Bhoobunmohun Raha as deserving of great credit.

At a meeting of the residents of Burrisaul, held at the school-house on the occasion of the distribution of prizes to the students, the following sums were subscribed for the purpose of being distributed as prizes for especial proficiency in any one particular branch of study as per subjoined statement.

| Names of Subscribers | Amount of Subscription. | | | Subjects of examination. |
|---|---|---|---|---|
| F B Kemp Esq, .. ... ... | 16 | 0 | 0 | English Essay. |
| H A. R. Alexander, Esq, ... | 16 | 0 | 0 | Arithmetic. |
| W. R. Pogson, Esq., ... ... | 5 | 0 | 0 | History. |
| W. C Grant, Esq, ... ..... | 5 | 0 | 0 | Literature. |
| E I Shuttleworth, Esq., ... | 3 | 0 | 0 | Grammar. |
| F. H. Hughes, Esq. ... ..... | 5 | 0 | 0 | Geography. |
| E. J. Gayer, Esq., .. ... ... | 10 | 0 | 0 | Lessons on Objects. |
| Pundit Sree Nath Biedeibagish, | 8 | 0 | 0 | Bengali Grammar, |
| Baboo Digamber Biswas, ..... | 8 | 0 | 0 | Translation from English into Bengali. |
| Baboo Shamachurn Bose, ... | 5 | 0 | 0 | Geography. |
| Baboo Persuno Coomar Sein.. | 25 | 0 | 0 | English literature. |
| Baboo Hurro Nauth Dutt Chowdry, ... .. ..... | 15 | 0 | 0 | Grammar. |
| Baboo Bissessur Dass, ... ...<br>Baboo Cassessur Dass, .....<br>Molouvie Tuffel Ahamed, ..<br>Moonshee Mohamed Ahassen, | 40 | 0 | 0 | Translation from Bengali into English. |
| Baboo Calachund Chatterjea,<br>Baboo Shurupchunder Geoho,<br>Baboo Nobeenchunder Roy, | 24 | 0 | 0 | Bengali Essay. |
| Molouvie Mottahur Ally, ... | 4 | 0 | 0 | Bengali Dictation. |
| Baboo Mohunchunder Dass, ... | 5 | 0 | 0 | |

# COMILLAH SCHOOL.

OFFICIATING SECRETARY H. C. SUTHERLAND, Esq.

HEAD MASTER —MR. H. G. LEICESTER.

* * * *

The School was established on the 4th September 1837.

At the close of the Session there were 150 Boys on the rolls, of this number 130 are Hindoos, 13 Mahomedans, and 7 Christians.

The number of Scholarship holders is 3, who are prosecuting their studies at the Dacca College, two of whom have since obtained Senior Scholarships.

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The Schooling fees amount to Rupees 1,624, shewing an increase over that of last year of Rupees 236-8.

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The following is a brief sketch of the General Examination of the several Classes.

First Class. This class consists of 12 Boys, ten of whom competed for Scholarships, of which number two succeeded and have joined the Presidency College. The rest were examined by H. C. Sutherland, Esquire, and Baboo Dwarkanath Roy. The Examiners were on the whole satisfied with the result.

Second Class. This Class consisting of 24 boys (of whom one was absent,) was examined by F. Tucker, Esquire, and Baboo Mohanundo Mookerjea, the result was considered satisfactory and creditable to the exertions of the Master.

Third Class. This Class consisting of 19 Boys (one absent) was examined by E. Sandys, Esq. and Baboo Dwarikanath Roy, the result was considered satisfactory.

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Baboo Gopeekishen Sein, an ex-student of this School, awarded a Book prize to the best translator in the 2nd Class ; the successful aspirant was Omanauth Sein.

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*Statement Shewing the number of visits paid by each of the Members of the Local Committee of Public Instruction, from May* 1858 *to April* 1859.

| Months. | C. Steer, Esq. Ex-officio. | H. C. Metcalfe, Esq. | E. Sandys, Esq. | F. Tucker, Esq. | J. D. Sandford, Esq. | H. C. Sutherland, Esq. | Dr. N. J. Grant. | Dr. H. W. Graham. | M. Little, Esq. | L. Barber, Esq. | Baboo Dwarkanath Roy. | Moonshee Mahomed Walli. | Baboo Mahanundo Mookerjee. | Baboo Ramkinu Dutt. | Remarks. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| May 1858. | ... | ... | 3 | ... | .. | ... | 2 | ... | 1 | .. | 2 | 2 | ... | 2 | |
| June ,, | ... | ... | ... | ... | .. | ... | 4 | .. | ... | .. | ... | ... | ... | ... | |
| July ,, | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | 2 | . | .. | |
| August ,, | ... | ... | ... | ... | .. | .. | ... | ... | ... | 4 | ... | 1 | . | .. | |
| Septr. ,, | ... | ... | .. | ... | 1 | .. | ... | ... | .. | 1 | 1 | ... | . | 1 | |
| Octr. ,, | ... | ... | ... | . | .. | ... | ... | .. | ... | ... | ... | ... | .. | ... | |
| Novr. ,, | ... | ... | ... | ... | .. | ... | ... | ... | .. | ... | ... | ... | ... | .. | |
| Decr. ,, | ... | ... | ... | ... | ... | ... | ... | .. | ... | 2 | ... | 2 | ... | 3 | |
| Jany. 1859. | ... | ... | .. | . | .. | .. | .. | ... | ... | ... | ... | 3 | .. | .. | |
| Feby. ,, | .. | ... | ... | ... | .. | ... | ... | . | ... | 3 | 1 | .. | ... | ... | |
| March ,, | ... | ... | ... | ... | ... | .. | .. | .. | ... | ... | 2 | ... | ... | ... | |
| April ,, | ... | ... | 1 | 2 | .. | 3 | ... | 3 | ... | 3 | 3 | 3 | 3 | ... | |

# NOAKHALI SCHOOL.

SECRETARY—H. M. DAVIS, ESQ.
HEAD MASTER—MR. J. D'SOUZA.

The number of pupils on the Register on the 30th April 1859 was 56, shewing a slight decrease from that given in the last Report. Of these there were,—

| | |
|---|---|
| Christians, ... ... ... ... | 4 |
| Mahomedans, ... ... ..... | 2 |
| Hindus, ... ... ... ... | 50 |
| Total, | 56 |

The falling off is attributable to six of the Mahomedan Pupils having left in the course of the year.

The average daily attendance during the period embraced in the report was 37 40. From the operation of various causes not altogether of a permanent character, among which may be mentioned the great amount of sickness that prevailed at two different seasons of the year, consequent on the inundation of the country, to secure a more satisfactory attendance became wholly impracticable.

The Local Receipts including Schooling Fees, Fines, &c., realized during the year amounted to Rupees 639-10-3. The sums disbursed on account of Teachers' Salaries, Servants' wages, house rent and contingencies, were Rupees 3,229-2-11. The actual cost borne by the State, therefore, were Rupees 2,589-8-8.

One novel and interesting feature in the history of the past year is the opening a subscription for contributions towards a Fund created for additional prizes. The sum of twenty-seven Rupees was at once subscribed, which the Committee hope may receive further accessions.* Three

*Since this was written, several other names have been added to the Subscription List and the Donations now amount to Forty Three Rupees.

hundred Rupees have also been raised from among the native community for the support of a Moulvi or Persian teacher for one year, particulars of whose appointment will be hereinafter referred to.

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The general annual examination of the school commenced on the 7th of March, and continued till the 12th of that month. The following were the results obtained.

FIRST CLASS —This class had been carrying on their studies in accordance with the standard fixed for the Entrance Examination by the Calcutta University, and were consequently examined in the subjects embraced in it. With the exception of Algebra, which was taken by Mr. Falcon, the Assistant to the Magistrate, and of Bengali by Moulvi Anwar Ali, the Sudder Ameen of Noakhali, the task of examining this class devolved on Mr. Lance. In Euclid, in which about one half of this class had read only as far as the first Book and a few propositions of the second, they did not acquit themselves very creditably, with the exception of two boys who obtained more than half the number of marks allotted in this subject. In Arithmetic they were more at home, and worked out the sums correctly, gaining more than half the number of marks and several very nearly the full number. In Literature they passed a fair examination ; two boys only obtaining more than half the number of marks, while one obtained quite the full number. Their knowledge of Geography and History, as far as had been studied, was also good. In Bengali the examiner was likewise satisfied with the result.

* * * *

The Second Class, consists of 12 boys, with one exception, all were present. The examination was conducted by the Secretary alone, who was on the whole satisfied with the results in History and Literature. In Geography "none of the boys could tell which was the brazen meridian." Their translations from Bengali into English were not very satisfactory. In Arithmetic they did well, the Secretary was of opinion that "the boys ought to write during School hours small as well as large hand."

* * * *

The Bengali Examination of the different classes was conducted by the Sudder Ameen, Moulvi Anwar Ali, a gentleman who takes a lively interest in the school, visiting it whenever his other avocations permit him to do so, and using the influence which his official position confers upon him, to encourage the resort of the Mahomedan pupils to the institution.

In the Committee's last report it was stated that a proposition was submitted by several Mohomedan gentleman, to introduce into the establishment of the school a Moulvi or Persian teacher whose salary they were willing to pay. The Committee were informed in reply that his Honor the Lieutenant-Governor had engaged to give his favourable attention to the plan when it should come before him in due form. The plan having since been matured and the appointment of a Moulvi to be entertained at the cost of the Mahomedan inhabitants of Noakhali, having been sanctioned, the services of Moulvi Sadut Ali, who successively held a Junior and Senior Scholarship in the Arabic Department of the Calcutta Madrissa and also acquitted himself with credit at the Law and Pleadership Examinations, held respectively in Calcutta and Dacca, were engaged from the first of June last, on a salary of Twenty-five Rupees per month. The Local Committee were at the same time informed that to leave the study of English optional with the Mahomedan pupils would be at variance with the constitution of Zillah Schools in ordinary, and their recommendation to that effect as regards the Noakhali School could not therefore be complied with. It may perhaps be gratifying to His Honor to learn that fifteen Mahomedan pupils have since joined the institution with the view of carrying on their studies in English and Bengali as well as Persian. A report on the ultimate success of the plan will be submitted in due course of time, as called for by the Director of Public Instruction.

The School continues to be held in estimation by the Native Community, particularly by the Hindus, who avail themselves with eagerness of the advantages of a cheap and at the same time a sound and useful education it holds out to their children. Parents now see that

the degree of knowledge which qualified them for the Public service will not be deemed sufficient in those who come after them. They find that something more is needed, corresponding with the progress of the age, and accordingly are wise enough not to throw away the opportunities offered to them. The desire therefore to educate their sons is steadily on the increase and is principally due to the encouragement held out by the Officers of the district, who, in making appointments to vacancies at their disposal, invariably prefer those who have received a fair elementary education to those who have not. To such an extent is this feeling diffused among the people, that several, who are excluded from the institution, on account of their age or their inability to pay the fees prescribed for tuition, have been known to purchase works in Grammar, Geography, Arithmetic, Mensuration, &c. and to prosecute their studies in private, with what little assistance they may happen to obtain from the more advanced pupils of the school.

The following statement containing the names and description of appointments of the ex-pupils of the Noakhali School, who have been provided for by the Local Authorities, will shew the manner in which the Rules regarding the employment of educated persons have been acted upon. The list, of course, does not contain the names of ex-students from the Dacca College, and other educational institutions holding appointments in this District.

| | | | |
|---|---|---|---|
| Ram Golam Tewary, writer in the Collector's office, | | Salary | 25 |
| Aujub Chunder Mozumdar, ditto Adalut, | ... | „ | 25 |
| Kali Kumar Dutt, Mohurrir, Collector's office, | ... | „ | 10 |
| Tran Nath Sen, Offg. Police Mohurrir, ... | ... | „ | 30 |
| Chunder Kumar Mozumdar, ditto ditto, Ameergong, | | „ | 35 |
| Hurrokant Sen, Mohurrir in Collector's office, | ... | „ | 10 |
| Nundo Kissore Oopadhia Bukshee, | ... ... | „ | 5 |

* * * *

Conduct of the Masters.

In conclusion, the Committee desire me to state that they are much pleased with the manner in which Mr. DeSouza, the Head Master, and those subordinate to him, have carried on the duties of the School.

# FURREEDPORE SCHOOL.

SECRETARY—J. H. RAVENSHAW, ESQ.
HEAD MASTER—MR. L. F. LEFEUVRE.

The Committee met six times during the year for the dispatch of business.

Visitation of the school by the members has been totally put a stop to as impracticable, owing to the huts in which the school is now held being scattered all over the Bazar.

* * * * *

The number of pupils on the 30th April 1859 was 130, of whom 5 were Mahomedans and the rest Hindoos. Of the total number there were two Presidency Exhibition holders, one Junior scholarship and 14 Vernacular scholarship holders, 3 Free scholars, and 110 pay pupils.

The schooling fees and fines realized during the session amounted to Rupees 1,318-0-3; which, with the amounts authorized by Government for the year, showed a total sum of Rupees 4,558-0-3, at credit of the school. The items of expenditure for the same period are as follows.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Head Master, ..... | 1,800 | 0 | 0 | Stationery, | 35 | 4 | 9 |
| Assistant Masters,... | 1,616 | 10 | 8 | Scholarships, | 273 | 9 | 9 |
| Servants, ..... | 201 | 8 | 0 | Government prizes, | 84 | 0 | 0 |
| Contingencies,..... | 40 | 12 | 0 | Purchase of books, | 193 | 0 | 9 |
| | | | | Total Rs. | 4,244 | 13 | 11 |

* * * * *

The following sums were thankfully received for prizes. J. H. Ravenshaw, Esq., 16; J. Monro, Esq., 10; L. Ramey, Esq., 15; Moulvee Nuzzeeruddeen 5; Syud Abdoollah 5; Moulvee Allahadut

Khan 4 ; Baboo Judoonath Bose 5 ; Baboo Shamasanker Mozoomdar of Baneebohoo 25 for a special prize. Besides these a case of mathematical instruments was presented by J. H. Ravenshaw, Esq., for the best lad in mathematics.

The school house having been taken up by the Kamroop Regiment for a Military Hospital, the Committee were necessitated in the absence of any better buildings to rent a few small huts towards the native portion of the town and elsewhere, in which the school is now being held, much to the detriment of the well being and efficient supervision of the school, not to speak of the great inconvenience to which both masters and pupils are exposed on account of the slender protection from weather afforded by these houses. The school house has now been 9 months in the occupancy of the Kamroop Regiment as a Hospital. During this period, Barracks, Native Officers' houses and guards have all been erected, but no attempt at the erection of a Hospital has been made. The house is actually falling down, the Pucka pillars are all giving way and no proper repairs have been made. The Committee would remark that the house was built by private subscription and is not a Government building. No rent is paid for it by the Regiment. The Committee therefore would particularly call the attention of the Director to this matter as suitable for special reference to Government, requesting either that it may be vacated by the Regiment immediately, or purchased at once so as to enable the Committee to construct another building.

* * * * *

Seven out of the twelve boys, of which the First Class consisted, went up to the University entrance Examination, but none of them passed the test successfully; this failure may be attributed partly to the interruptions above alluded to. The Committee avail themselves of the present opportunity to suggest that if a memorandum of the marks gained by each boy in each subject at the entrance Examination were to be sent to the Local Committee, measures could then be taken to strengthen those points in which the lads have fallen short. Whereas without it, it is impossible to know where the deficiency lies.

The Annual Examinations commenced on the 7th March, and they were conducted by the Members of the Local Committee and the Head Master. The subjects were distributed amongst themselves in the following order :—

| | |
|---|---|
| J. H. Ravenshaw, Esq., ..... | Mathematics. |
| J. Monro, Esq., ..... ..... | Literature and Geography. |
| Dr. B. N. Bose, ..... ..... | English Grammar. |
| Head Master, ..... ..... | History and writing. |
| Moulvee Nuzzeeruddeen, ... | All the subjects in English of the 6th Class. |
| Moulvee Syud Abdoollah,.. | Vernacular and Translations of the 2nd and 3rd Classes. |
| Baboo Anund Chunder Bose, | Vernacular of the 4th and 5th Classes. |
| Baboo Goluck Chunder Roy,... | Vernacular of the 6th Class. |

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# CHITTAGONG SCHOOL

SECRETARY—W. B. BEATSON, ESQ.

OFFG. HEAD MASTER—BABOO ISHWAR CHUNDER BOSE.

The Local Committee of Public Instruction at Chittagong assembled nine times during the year 1858-59 for the despatch of ordinary business. To the number of its members has been added since last report, Baboo Ramshunker Sein, Deputy Collector and Deputy Magistrate, formerly Head Master of the School.

The School was regularly visited by the several members in the usual manner.

* * * *

The total number of boys borne on the Rolls of the School on the 30th April 1858 was 157, whilst that on the 30th April 1859 was 146. The number has thus fallen off by eleven. This decrease and the reduction in the amount of schooling fees realized during the session are mainly to be attributed to the close vicinity of the Meerhyah Aided School, where the rate of schooling fee is by one half less. The conflicting position of the two Schools was fully considered in December last by Mr. Inspector Woodrow, in conjunction with the Committee, and it was then resolved to remove to the adjacent Thannah of Putteah the English portion of the Meerhyah, to abolish the Persian Department, which had fallen almost into disuse, and to retain only a Vernacular School in the Sudder Station. Competition it was considered would thus be done away with, the wishes of the founder of the School be carried out, and its usefulness much increased.

* * * * * *

Three boys of the 1st class competed for Mr. Stainforth's Prize of 25 Rupees for Political Economy. It was gained by Prankristo Dass.

Mr. Steer's Prize for Surveying consists of a Surveying Compass and a Chain. Only one boy, Prosunno Coomar Dutt of the 1st class entered for it, but failed. Surveying has not been taught as a class subject, and the boy's private studies had not been such as to warrant his presenting himself as a candidate.

The 1st class, taught by the Officiating Head Master, Baboo Ishwar Chunder Bose, for the whole session in Mathematics, and in all other subjects for the last five months, counted four boys at the end of the year. All these boys competed for the University Entrance and Scholarship Examinations, and two of them, Prankristo Doss, and Juggut Chunder Doss succeeded, the former being placed in the 1st, and the latter in the 2nd Division of the University list. Scholarships of 8 Rupees per mensem tenable in the Dacca College were awarded to both the Students. But as they preferred entering the Medical College with Presidency Exhibitions, they have applied to the Director of Public Instruction for the necessary permission.

The School was visited by Mr. Woodrow, Inspector of Schools in December last, and during his stay he distributed the Government Prizes for 1856-57. Mr. Woodrow was also good enough to entertain a very large audience by delivering a lecture on Astronomical and other Scientific phenomena illustrated by aid of the magic lantern.

A Teachership Examination was held on the 11th December 1858, and four candidates presented themselves for examination. The examining Committee consisted of Mr. Woodrow, the Inspector, Mr. Bamber and Baboo Obhoy Chunder Dass, Members of the Local Committee. The following Statement will show the result of the Examination.

| Names of Candidates. | Employment. | In what Grade passed. |
|---|---|---|
| Biprodas Bannerjee, ... ... | Offg. 2nd Master | Midd'e 2nd Grade. |
| Doorgadas Dushdar, ..... | Clerk Comr's. Office | Low 3rd " |
| Doorga Churun Dutt, ... .. | Offg. 5th Master | High 4th " |
| Oma Churun Dutt, ... ... | Teacher Meerhyah School. | High 5th " |

The annual Examination of the School was conducted as on former occasions, and the Members of the Local Committee distributed the several subjects amongst themselves in the following order:—

| | |
|---|---|
| Bengali and Translation, ..... | Baboo Ramshunker Sein. |
| Geography and Writing,..... | E. F. Radcliffe, Esq. |
| Lessons on Objects, ..... | Baboo Obhoy Chunder Dass. |
| Grammar, ..... ..... | H. J. Bamber, Esq. |
| History, ..... | C. Chapman, Esq. |
| Mathematics, ..... ..... | Baboo Ramshunker Sein. |
| Political Economy, ..... | L. R. Tottenham, Esq. |
| Surveying, ..... ..... | C. Chapman, Esq. |
| Literature, ... ..... | A. Abercrombie, Esq. |

The remarks of the several examiners are quoted below.

2nd Class. This class consists of 11 boys of whom 2 were absent on account of sickness. Teacher, Baboo Biprodas Benerjee.

*Literature.*—"The answers of these boys generally are by no means what might be expected. The grammar and spelling being far more astonishing than creditable."

*Grammar.*—"There appears to be but little difference in the knowledge of Grammar between the 2nd and 3rd class as shown by their numeration."

*Mathematics* —"Of the eight boys present during the examination, three, particularly Eshore Chunder Nundy, did very well; the rest with but one exception, did moderately; it appeared, however, that the boys are not so well grounded in Algebra as in Arithmetic and Euclid."

*Geography.*—The examiner gave no remarks, but from the marks given it appears that the result was satisfactory.

*History.*—"The questions put were by no means difficult. The total marks assigned amounted to 50, and the number given to each student will of itself show how very deficient they are."

*Writing and Map-drawing.*—"I am glad to see a marked improvement in the writing department, and considering that these maps are said to have been drawn without any assistance and entirely from recollection, I think the result very creditable to the instructor as well as to Russick Chunder Nundy and Greesh Chunder Dass."

*Bengalli and Translation.*—"It is my painful duty to record my extreme dissatisfaction with the result of the Vernacular Examination of this class. From the general failure of all the classes and specially of this class, in Translation, I am led to conclude that the requisite degree of attention is not paid to this very important subject."

* * * *

General Remarks.—Mr. Radcliffe, the examiner in Geography Map-drawing and hand-writing, makes the following remarks.

"Having examined the boys of the 2nd, 3rd, 4th, 5th, and 6th classes in Geography and down to the 8th class in hand-writing and Map-drawing, I beg to record with reference to the boys' progress in geography, that almost every question derived exclusively from the book was answered very creditably by most of the boys; but I regret here again to bring to the notice of the Committee that the knowledge which they appear to pick up is not likely to be permanent, for the masters do not appear to me to take sufficient pains to instil into their pupils any knowledge beyond that to be found in a number of prescribed pages. To give an instance, a *viva voce* question was 'where is the Dead Sea'? answer 'In India' which the boys pointed out in the map with facility. Question 'why is it called the Dead Sea'? answer 'because fish will not live in its waters and plants will not thrive on its banks'. Question. 'How is this caused'? Not a single boy in the 4th class could answer, because it was a matter not introduced into the book. If the masters were zealous for the progress of their boys, and made instruction pleasant to their pupils they would take advantage of such points and instruct them accordingly. Many of the sketches of continents and countries were extremely well done if not copied from the originals. There is a marked improvement also observable in the Writing Department, and the attention of the masters has been drawn to this essential part of education.

If the masters will not take the requisite trouble and interest themselves in the education of their boys, how can they be expected to make any marked progress? The boys are a body who seem very desirous of acquiring knowledge, and display no want of aptitude. The deficiency I think rests on the want of perseverance of the masters."

* * * *

From the annexed tabular statement it appears that out of 119 boys, who passed the examination, 67 have obtained marks entitling them to be classed as good, 36 as middling, and 16 as bad. This result would

be highly creditable if it were not somewhat at variance with the general tenor of the remarks made by the examiners, which is not very favorable. There is evidently a source of fallacy inherent in the system of marks. The same numbers being used to indicate proficiency in all subjects, it is plain that the majority of boys constituting a large number in the lower classes, the studies of which are simple and easy, will always obtain high figures, while in the upper classes the boys fewer in number will not obtain a similar proportion, their subjects being more difficult and proficiency less easy of approach. A figured statement of this kind though exactly true in itself can never be regarded as truly indicative of the state of the School, but must always be qualified by the remarks of the examiners and the above noted source of fallacy.

It is only fair to remark that the bad boys have been generally irregular in their attendance and that immediately prior to the examination, there was much sickness abroad from which both boys and Masters equally suffered.

* * * * *

It is greatly to the honor of the teachers of the 1st class, that two out of four boys succeeded in passing the University Entrance Examination, one of them being placed in the 1st Division. The Class has not been taught throughout the year by one Master, and much of the credit is of course due to the exertions of the late Head Master, Baboo Gopal Chunder Banerjee, who left the School in December with the Committee's highest commendation. The present Officiating Head Master, Baboo Ishwar Chunder Bose, also deserves praise as a willing and attentive teacher, who has done all in his power for his pupils. The general tenor of the reports of the examiners though far from satisfactory is perhaps more favorable than that recorded in the last report.

The Committee have also to regret that the general tenor of the remarks of the examiners prevent their passing a very favorable opinion on the other Masters. The 3rd Class at present under Moonshee Abdul Luteef, appears to have been better taught than the 2nd, and

the 5th Class at present under Baboo Doorgachurn Dutt seems to have been well instructed, but it is difficult to draw any opinion as to the merits of the Masters from the state of the classes, there having been such a constant interchange of teachers going on throughout the year that it is impossible to render to each his due. The Officiating 7th Master, Baboo Juggut Bundhoo Gooho, appears to be an industrious pains-taking man.

* * * *

With reference to the state of education in the District, the Committee have only to remark, that they consider it to be at a very low ebb. It is desirable that some measures should be taken to induce the people to interest themselves in Educational projects. The Committee would recommend the establishment of Model Schools in the district and the appointment of Deputy Inspectors as in other parts of Bengal for their supervision. These Officers should at the same time visit and superintend the management of all village Patshallas within their circuits.

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# RUSSAPUGLAH SCHOOL.

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## FROM THE REPORT OF THE HEAD MASTER, MR. W. SCOTT.

* * * *

Four out of six pupils composing the 1st English class were candidates for the University Entrance Examination, and as two of them successfully passed it, obtaining certificates of qualification of the 2nd division of the University List, their names have since ceased to be borne on the rolls of the School.

* * * *

The pupils of the second class passed very satisfactorily in Grammar, Geography and Geometry ; their Algebra and Arithmetic were partial failures, and in literature both in prose and verse some material defects were noticed requiring more than the ordinary attention of the teacher.

Oboychurn Bose and Sahibzadah Hoormooz Shah, are the most deserving of rewards.

* * * *

The Masters all without exception have been strenuous in their exertions to improve their classes, more especially Baboo Tacoor Doss Rukhit with whom I am exceedingly well satisfied as a Mathematical teacher, and I can conscientiously declare that he bids fair to hold with credit the post of 2nd Master in the school should it become vacant either by the superannuation or transfer of the present incumbent, Baboo Ramtonoo Lohoree.

The conduct of the Sahibzadah Boarders has been most exemplary during the year, but the progress made in their studies by the bigger boys among them has been so miserably slow, that they continually gravitate to the bottom of their respective classes.

*Remarks by Captain Delane, Officiating Superintendent of the School.*

The progress which the School has made during the session under notice is indeed satisfactory. The strenuous exertions of all the masters without exception,—the very great desire of acquiring a mastery of the English tongue manifested by all the students composing the institution and the satisfactory conduct of the Sahibzadah Boarders—are pleasing to all having the well-being of the Institution at heart. Indeed, from the frequent visits I paid to the School, I can myself testify to all Mr. Scott has said on the subject.

One thing only remains for me to remark on, and that is, the proposition of Mr. Scott for the appointment of an additional English Teacher for the 5th or last class, on a monthly salary of Rupees 30 payable from the Schooling fees. It would indeed have given me much pleasure to second this proposal; but I regret that the present state of the Schooling fees does not warrant my doing so. The Schooling fees realized from the Hindoo pupils during the year under review, ranged, as you will observe from the return submitted, on an average of Rupees 53 per mensem. Out of this amount the fourth teacher alone receives a monthly sum of Rupees 35, not to speak of the fluctuation to which this amount is subject. I have consequently desired Mr. Scott to adopt the only alternative remaining under the circumstances, *viz.* to desire the Masters by whom the 5th class is taught, to devote their time punctually to *all* the classes under them. This, I trust, will not only remove what Mr. Scott calls the "precarious manner" in which the class receives its tuition, but will undoubtedly prove a real boon to the Institution at large, inasmuch as it will place at the disposal of the Oriental Teachers, who relieve the English Masters for the last class, that proper quantity of time for their respective branches, the want of which has so often been deprecated.

# AKYAB AND RAMREE SCHOOLS.

## REPORT OF MAJOR G. VERNER, COMMISSIONER OF ARRACAN.

I HAVE the honor of submitting, for the information of the Hon'ble the Lieutenant-Governor of Bengal, a Report on the Government Schools of this Province for the past year, together with Copies of the Local Committee's Reports of each School and the usual Statements Nos. 1 to 8 annexed to them.

2. There are but two Government Schools in Arracan, one at Akyab established in March 1846, the other at Kyouk Phyoo, in the District of Ramree, established in 1838.

3. I visited both Schools, on more than one occasion during the past year, and I was present at the examination of the Kyouk Phyoo School. In both Schools I remarked with pleasure a considerable improvement, owing very likely to the Head Masters having obtained a better knowledge of the Burmese language, than they had before, and to their being thereby enabled to explain themselves more clearly to the Scholars than formerly, and I have no doubt, but that, if the elder boys were allowed by their parents and friends to continue on at school, two or three years longer, some of them would be able to pass fair examinations, but the misfortune is, after they attain a certain age, say fourteen or fifteen, and before they are well grounded in any thing, they leave the School, and before a year or two passes, many of them have forgotten all they had ever learned.

4. The Akyab School is under the supervision of Captain Faithfull, the Principal Assistant Commissioner, who held the Annual examination on the 8th April last, assisted by Captain Leigh, the

Junior Assistant Commissioner, and Doctor Mountjoy, in the English Department, and by the Taramathoogrie and his Sheristadar in the Vernacular. Captain Faithfull reports, that the progress of the boys since the last examination has been altogether satisfactory, and that the Masters have given satisfaction. The number of boys attending the School is three in excess of what it was, when my last year's Report was submitted, there being at present sixty-seven boys attending School, and their attendance being generally very regular. Prizes will be distributed to the most deserving as soon as books for the purpose can be procured from Calcutta.

5. The Ramree School at Kyouk Phyoo is under the superintendence of Captain Ripley, Principal Assistant Commissioner, who held the annual examination on the 6th April last, on which occasion I was present, and was assisted also by a Mr. Jung, and Mr. Pereira, my Head Assistant. The Myothoogrie and other Native Vakeels examined the boys in the Vernacular. Captain Ripley says, "I have reason during the year to be much pleased with the way the Head Master, Mr. DeCosta, has conducted his duties;" and he also reports favorably of the Under Masters, though they are not as well qualified as they ought to be,—but better are not procurable. The number of boys attending the School is sixty, which is an increase of ten when compared with the number attending it last year. The attendance of the lads is very regular, several of them not having missed one day during the year, they are also most anxious to learn, and generally very well behaved.

6. I have no particular remarks to offer, but trust His Honor will on the whole consider the Report satisfactory, for I have every reason to believe, both Masters and boys do their best.

# HOWRAH SCHOOL.

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UNDER THE INSPECTOR OF SCHOOLS, E. LODGE, ESQ., B. A.
HEAD MASTER—MR. THOMAS COWPAR.

As a preparatory step towards raising the Institution to the standard of a "First Grade" School, as suggested by the Committee for the Improvement of Schools in paras 7-14 of their report, the formation of an extra class between the 1st and 2nd classes of the School and the entertainment of an additional teacher (Baboo Gobindchunder Mitter, 8th Master of the Berhampore College) on 60 Rupees a month, were carried out with the sanction of the Director in the month of September last.

The School now consists of eight classes, and an instructive staff of eight English teachers and a Pundit.

Another change based on the recommendation of the same Committee effected during the Session was, the introduction into the three higher classes of the School, of the principle observed in Colleges of "appointing teachers of *subjects* rather than teachers of *classes*," consequent on which these sections are now taught by the three senior masters conjointly in the subjects they have respectively selected to teach. The Head Master takes up the Literature, composition and Grammar ; the second, Mathematics ; and the Third, History and Geography. This system on the whole has been found to operate with very satisfactory results, as regards the performances of the 1st and 3rd classes. Mr. Twentyman who conducted the general examination of the senior classes reports well of the latter, and the former had seven successful candidates out of eight at the last University Entrance Examination, one in the 1*st Division*, and six in the *second*. The second class passed an unsatisfactory examination ; this is attributable

solely to the short time it was under instruction, only about 4 months, and the fluctuating state of its numerical strength during that period.

* * * *

Baboo Raj Bullub Shaw, who in the previous year very kindly presented the School with several handsome prizes, has not only continued that contribution this Session, but with a commendable liberality added to it two scholarships to be awarded to the two leading pupils of the 4th and 5th classes of 3 and 2 Rupees respectively. The recipents of these Scholarships for the ensuing year, as decided by the Gentleman who conducted the Annual Examination, are Ram Doyal Dey and Shaik Mozahur, a Mahomedan boy who was decidedly the best in the 5th class.

The total amount of Schooling collected during the Session is Rupees 4,013, which although the average monthly attendance in the Class-rooms has been only 134, exhibits an increase in the finances of the School of Rupees 283-6-6 over that of the previous year.

The general examination of the lower classes of the School, which took place on the 21st March 1859, was conducted by Mr. Twentyman of the Hooghly College, Baboo Omesh Chunder Dutt of the Kishnaghur College and the Senior Teachers of the School. Their respective reports will be found below.

*Second. Class.* Examined by Mr. Twentyman in Literature Mathematics, History and Geography and Baboo Omesh Chunder in the Vernacular. They remark as follow :—

"This class consists of 7 students, six of whom were present. The result of the examination is unsatisfactory, as the average *Percentage* of marks is in Geometry 49, Algebra only 9, Arithmetic only 12, Geography only 9, History 39, and English 30 : it appears however, that this class was organized during the course of the Session, and that some of the more advanced students were compelled to withdraw before the examination on account of sickness, or from inability to pay the enhanced rate of Schooling fees the class is at present composed of overgrown lads who are not likely to do well under any teacher."

Passed a very unsatisfactory examination in the Vernacular.

*Third Class.* Examined by Mr. Twentyman in Mathematics, Geography, History and English, and Baboo Omesh Chunder Dutt in the Vernacular. They report as follow :—

"This class consists of 15 students, thirteen of whom were present. The average percentage of marks is in Geometry 48, Algebra only 14, Arithmetic 20, Geography 38, History 53, and English 48. This is a very promising class. The "Deserted Village" had been well taught by Mr. Cowper, the head master, and the history by the third master. The failure in Arithmetic and Algebra is probably not attributable to the present teacher of those subjects, as he joined the Institution only a few months ago. The prize offered by Baboo Rajbullub Shaw of books to the value of twelve rupees to any boy of the second or third class who might appear to the examiner from his distinguished proficiency to be deserving of especial encouragement, I would award to Woomesh Chunder Bose of the third class."

Bengali. The examiner was not satisfied with the performance of this class also in the Vernacular in the papers he gave them.

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# OOTERPARAH SCHOOL.

UNDER THE INSPECTOR OF SCHOOLS—E. LODGE, ESQ., B. A.
HEAD MASTER—BABOO BONOMALLY MITTER.

The School dates its establishment in the year 1846. It has consequently been diffusing the blessings of education over the town of Ooterparah and the adjoining districts for a period exceeding 12 years. This year there has been a considerable decrease in the numerical strength of the School. The number of boys on the rolls at the end of the past year was 205. This Session the Registers contain an entry of 176 names only. The principal cause to which this diminution is attributable is the enhancement of tuition fees without any corresponding elevation of the standard of education.

The attendance of the students during the year under review was pretty regular. The daily average attendance was 160; daily absence therefore amounted to 9 in the hundred.

On account of the introduction of a higher rate of fees into this School a steady increase in its finances is observable. The collections during the Session of 1856-57 was Co's. Rs. 3,214. The schooling raised in the year following was Rs. 3,457. The sum realized last Session was Rs. 4,096.

From the accounts it will be seen that the ordinary expenditure of the School amounted to Rs. 5,518 in the last year and that the annual income was Rs. 6,508. There has accrued therefore a surplus of 990 Rs. Out of 1,200 Rs., the annual allowance assigned by Govt. for the support of the School, only 210 Rs. have been drawn. The schooling fees together with the proceeds of Baboos Joykissen and Raj Kissen Mookerjees' Talook, have therefore nearly sufficed to defray the whole of the School expenditure.

* * * * *

In consequence of the inadequate remuneration given to the lower teachers, the instructive staff undergoes frequent changes prejudicial to

the best interests of the School. So rapid and complete is the change arising therefrom, that almost every two years the institution passes into the hands of inexperienced and raw lads fresh from School—novices in the art of teaching.

Baboo Bejoykissen Mookerjee, the Secretary, with his usual liberality, offered two prizes of 8 Rupees each for the best Bengali essay on "Good Company" and for the most meritorious discourse in English on "The Advantages of reading Newspapers." Kader Nath Banerjee and Nobinkissen Mookerjee of the 1st class carried off the prizes for the Bengali and English essays respectively.

Baboo Nobin Kissen Mookerjee having offered a reward of 8 Rs. to the Scholar most proficient in Mathematics, Troylucco Nath Mitter amid hard contention obtained the palm.

Of thirteen boys that offered themselves as candidates for the entrance examination, 3 of the 1st and one of the 2nd class have succeeded in being enlisted in the 1st and 6 in the 2nd Division.

The general examination was commenced on the 28th and brought to a close on the 31st March 1859.

Mr. Twentyman was deputed by the Inspector to hold an examination of the 2nd, 3rd and 4th classes in their English studies and Baboo Omesh Chunder Dutt in their Bengali studies. The Head Master and his first assistant conducted the examination of the remaining classes.

2ND CLASS.—This class consists of 14 students of the average age of 16½ years, one of whom competed for the entrance examination.

The examiner, Mr. Twentyman, remarks—

"The average percentage of marks is in Arithmetic 21, Algebra 11, Geometry 48, Geography 26, History 36 and English 43. This class read pretty well and their Composition was very fair; but they betrayed great ignorance of such English manners and customs as are referred to by Goldsmith, the difficult passages of the poem also did not appear to have been well understood.

"The Students of the class will probably distinguish themselves at the next Entrance Examination, if a little more attention is paid to their literature."

Baboo Omesh Chunder who examined the boys in Bengali says, "They passed a fair examination."

* *

# BEERBHOOM SCHOOL.

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SECRETARY—O. W. MALET, ESQ.
HEAD MASTER—BABOO JOGEGSSUR GHOSE.

During the past year, *i. e.*, from 1st May 1858 to 30th April 1859, the Local Committee met 10 times. The principal visitors were the Members of the Committee, the Revenue Commissioner, the Executive Engineer, the Assistant Chaplain, the Moonsiff of Gopalpore, and Baboo Joggodanund Mookerjee, Pleader of the Sudder Adawlut.

Their remarks in the visiting book, are satisfactory.

The following statement shews the numerical strength of the School :—

| | |
|---|---|
| Number on the Rolls on the 30th April 1858, ... ... ... | 162 |
| Ditto admitted during the year, ... ... ... ... ..... | 57 |
| Ditto withdrawn or dismissed, ... ... ... ... ... .. | 31 |
| Ditto transferred to Central Colleges, after passing the entrance test, ... ... .. ... .. ... ... ... ..... | 8 |
| Ditto deceased, ... ... ... ... ... ... ... ... ... | 2 |
| Ditto, on the Rolls on the 30th April 1859, ... ... ..... | 178 |

* * * *

Donations.

Baboo Neelmadhub Mookerjee, Moonsiff of Chowkey Gopalpore, offered a silver medal to any lad who would write the best essay on a given subject, and requested the examination to be conducted by the Local Committee. The subject proposed was "Honesty is the best policy." Out of 7 candidates who competed Sharodaprosaud Gangooly was pronounced to be the best, and was awarded the medal. These were the remarks made by the examiner, Mr. O. W. Malet.

"These lads require practice in essay writing. The successful one (that of Sharodaprosaud Gangooly) is returned, that it may be copied out fair, to be read by the author at the Distribution of Prizes."

Out of 10 candidates who competed in the entrance and scholarship examinations 8 were successful.

The Annual Examinations of the School commenced on the 4th and concluded on the 9th April last. The following programme shews the names of the examiners and the shares they severally took in the business of examination :—

| Names of Examiners. | Classes and Subjects | Dates of Examinations. |
|---|---|---|
| O. W. Malet, Esq., Civil and Sessions Judge. | 1st Class, Essay writing.<br>2nd „ History and Geography.<br>3rd „ Do. Do. | 4th and 5th April 1859. |
| R. O. Heywood, Esq., Officiating Magistrate & Collector. | 2nd Class, Geometry and Arithmetic.<br>3rd Class, Arithmetic. | 6th and 7th April. |
| A. J. Sheridan, Esq., Civil Surgeon. | 2nd Class, Reading Explanation. and Grammar.<br>3rd Class, Do. Do. | 7th 8th and 9th April. |
| Baboos Peary Mohun Banerjee and Banymadhub Shome P. S. Ameen and S Ameen. | 2nd and 3rd Classes Bengali. | 9th April. |
| Baboo Poranund Mokerjee Deputy Inspector of Schools and Baboo Benoderam Sein, Zemindar. | 4th and 5th Classes all the Subjects. | 7th 8th and 9th April. |

The 2nd class in History, Geography and Grammar, and the 3rd in History and Geography, were examined in written questions. These two classes in the other branches, and the rest of the classes in all the

studies, were examined verbally. The results were satisfactory with the exception of that of the 2nd class.

2nd Class,—Number of boys 34, average age 16, Teacher Baboo Rajendra Mullick.

Mr. O. W. Malet—"The Second Class have read but little in History during the past year, and what little they have read has been but very imperfectly. With very few exceptions, the boys of this class are, either through neglect by the Master or incapacity, very much below the mark, not only in history but in spelling and writing as well. The attainments of this class in Geography are far below mediocrity. The boys explained that they had not read the parts which were referred to by my questions; but they were very simple, and what any lad of ordinary intelligence would have answered. As a punishment I recommend that no prize be given to this class in this department for this year."

Mr. R. O. Heywood,—"These boys passed a very fair examination in Euclid but not an equally good one in Arithmetic. Both in Spelling and hand writing there is much room for improvement. The Masters of both the 2nd and 3rd classes are deserving of much credit, as they must doubtless have taken much trouble in instructing their respective classes."

Dr. A. J. Sheridan.—"I examined 29 boys of the 2nd class (6 were absent) in Grammar as far as Prosody, and regret to say that considering the ages of two-thirds of the boys of the class (varying from 16 to 20 years), and the length of time they have been at the School, I have been much disappointed at the little progress made in this branch of their studies.

"Different written questions were given to each boy, so that they might not be able to copy from each other, against which it would be very difficult to guard, if the same questions were given to all.

"The answers to the questions were in many instances ungrammatically written, the orthography incorrect, and few of the questions given were fully and correctly answered; as for the writing, it was almost in every instance disgraceful.

"I also examined this class in reading and explanation (thirty six pages of the Poetical Reader No. 2) The majority read very fairly, but not more than half of the class acquitted themselves creditably in the explanation of the passeges read."

Baboo Peary Mohun Banerjee.

"I examined the 2nd class in Bengali. The boys read, explained and

spelt words correctly, which shows that both boys and their master were diligent in the performance of their duties."

* * * * *

The Committee conclude their report with some remarks on the conduct of the Masters and pupils generally, during the session under review.

The Local Committee have every reason to be satisfied with the conduct of Baboo Joggesher Ghose. His judicious conduct as Head Master has gained him much respect from all classes, and the increased number of scholars shews the estimation in which the school is held under his management. The second Master who was with us for the greater part of the past year, did not, I am sorry to say, give satisfaction; but he has been lately removed to the Bancoorah School. Baboo Gooroodoss Chaterjee,* 3rd Master, has as usual acted entirely to the satisfaction of the Local Committee. His Class is kept in admirable order, and the teaching and discipline are as good as can be wished. Baboo Kissen Laul Roy, who was 4th Master, has lately been induced to take another appointment, for which, it is hoped, that he will be more fitted than he was for the Education Department. He is a young man of good character, but not successful as a Teacher.

* For several years and on every occasion this Master has been spoken of in the highest terms. Unfortunately he holds no teachership certificate and he is naturally unwilling having been a Master for so many years now to undergo an Examination. This is an especial case for promotion.

E. L.
*Inspector, S. B.*

Baboo Mohender Narain Mookerjee has as 5th Master given satisfaction, appears to be doing well, and, though young, keeps his class in good order. The Local Committtee have since the close of the year reported this young man for promotion, which has been acceded to.

The conduct of the Scholars generally has given satisfaction. There was a slight disturbance between the 2nd Master and three of his scholars, but it was soon settled; all else has proceeded satisfactorily.

# BAULEAH SCHOOL.

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SECRETARY—BABOO MOHINYMOHUN ROY.
HEAD MASTER—BABOO HURROGOBIND SEN.

The number of boys borne on the rolls of the School fluctuated during a considerable portion of the session between 200 and 215, but in consequence of the introduction in April of an increased rate of fee in the higher classes, the number at the close of the session was reduced to 185, still indicating an increase of 22 over that at the same period of the preceding year. The Committee are inclined to believe that the temporary falling off will be speedily made good.

The average daily attendance during the session was 159, or 87 per cent whilst that of the previous year was 132, or 82 per cent.

The distribution of prizes for the year 1857-58 as well as that for 1856-57, which had been deferred in consequence of the books for the purpose not having been received in due time, took place on the 1st of August. The only donation for prizes received on the occasion was from Rajah Anundnath Roy of Nattore, amounting to Company's Rupees 50. This sum instead of being distributed immediately has been added to the regular attendance prize fund.

The rate of schooling fee in the first four classes has been raised since April from 1 to 2 rupees per mensem, with the view of meeting the expense of having an intermediate teacher between the 1st and 2nd master, on a salary of rupees 75 This expenditure might have been covered by the surplus of fees already in favor of the school, which during the session under review amounted to 1,284 rupees; but by the introduction of the increased charge the means of the school for future improvements are left unimpaired.

As regards the first class, 6 of the students appeared at the entrance and scholarship examinations and three* of them having passed successfully, the 2 scholarships assigned for the school have been awarded to the two senior boys.

* 1 Omakant Moetra.
2. Lalbehary Lahury.
3. Ramgopal Talapatra.

The examinations of the other classes were conducted by the members of the Local Committee as follows :

2nd, 3rd, and 4th classes.

| | |
|---|---|
| Grammar, | F. Gouldsbury, Esq. |
| History, | L. S. Jackson, Esq. |
| Geography, | F. A. Lushington, Esq. |
| Literature, | T. B. Lane, Esq. |
| Vernacular, | Baboo Punchanun Banerjea. |
| Mathematics, | „ Mohinimohun Roy. |

5th and 8th classes ;

| | |
|---|---|
| All branches, | Baboo Mothuranath Banerjea. |

6th and 7th classes.

| | |
|---|---|
| All branches, | Baboo Koilaschunder Deb. |

The following are the observations made by the examiners on the result of the examination of the several classes ;

SECOND CLASS.

F. GOULDSBURY, ESQ.

Number of boys, 18.
Average age 16½.

*Grammar.*—"The boys of this class have acquitted themselves creditably."

L. S. JACKSON ESQ,

*History.*—"The performance of the boys in this class generally may be considered creditable. The senior boy however is far ahead of his competitors who for some distance down the list are very much upon an equality.

"N. B.—I endeavoured to set, not catch questions, but such as, while a knowledge of the text book should easily enable the boys to answer them, would also prove their ability to draw inferences and to give general results as well as isolated facts."

F. LUSHINGTON, ESQ.

*Geography* —"I have been much disappointed in the way the questions of this paper have been answered, the three senior boys are the only members

of the whole class who have attained any thing like proficiency, or who seem to understand their subject.

T. B. LANE, ESQ.

*Literature.*—" The boys of this class have not passed a good examination generally, most of them have not gained even half the marks assigned to the subject. Kesubnath Bishee has, however, given fair answers and I recommend him for a prize."

BABOO PUNCHANUN BANERJEA.

*Vernacular.*—" Five of the boys have done very well and the rest with the exception of four have passed tolerably."

BABOO MOHINIMOHUN ROY.

*Mathematics.*—" This class has not exactly come up to the expectations of the examiner, though one boy Keshubnath Bishee has distinguished himself highly."

* * * *

The masters have generally given satisfaction to the Committee in the performance of their respective duties. The 4th master has been disabled by constant indisposition, from which state of things his class has suffered in some degree.

SCHOOL BUILDING.—The large school growing daily more important has now been for a year and a half houseless. The brick-built school-house raised in 1849 by subscription, was pulled down in August 1857, just in time to save its materials from being lost in the river Pudma. They were taken charge of by the Officiating Magistrate, Mr. C. E. Chapman. Since then the school has been most imperfectly accommodated in a small Bungalow, the only one available for hire, which is not calculated to hold one half of the existing classes. The Committee feel very strongly the necessity for the erection of a new building, and that with the least possible delay.

A very short time has elapsed since the people of the district contributed a large sum for the construction of the late school house, and it would not be fair to call upon these persons to contribute again for the same purpose.

The Committee are disposed to think that a sufficiently high standard has hardly been yet attained by the school which three months ago numbered 215 scholars, although the excellent Head Master, Baboo Hurgobind Sen, has used his best endeavours to advance his pupils.

This opinion, however, would derive its best confirmation from the professional judgment of the Inspector of Schools, with whom the Committee would be glad to confer upon the subject at an early visit which it is hoped he may find it convenient to pay to this station.

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# BANCOORAH SCHOOL.

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OFFICIATING SECRETARY—V. TAYLOR, ESQ.
HEAD MASTER—BABOO BISSONATH SING.

WE have met fourteen times during the year under review, and besides the supervision then exercised over the institution, have separately visited it in different months.

An increase in the numerical strength of the students appeared at the close of the session, as follows :—

| | |
|---|---|
| Number on the rolls on the 30th of April 1858, ..... | 161 |
| Number admitted and readmitted during 1857-58, ..... | 58 |
| Number removed for various reasons during the year, ..... | 34 |
| Number transferred to the Hooghly College during the year, .. | 2 |
| Number on the rolls on the 30th April 1859, ..... | 183 |
| Increase ..... | 22 |

The annual Examination of the Institution was conducted by the Members of the Committee, assisted by Messrs. Hampton and Johannes; the former a Deputy Magistrate, and the latter a Deputy Inspector of Schools at work in this district.

The result of this Examination has on the whole been satisfactory as will be seen on reference to the Tabular statement of the marks obtained by the boys, for the different subjects of study.

We have much pleasure in reporting, that two students of the Bancoorah School, viz. Brojobullub Mitter and Kooloda Prosad Mookerjee, have obtained junior Scholarships, and been permitted to join the Hooghly College, where their stipends are payable.

We can make no particular exception to the discipline of the school; and the attendance of the students has been pretty regular and satisfactory.

The new Head Master nevertheless informs us, that things might be better, *i. e.* that the attendance might be more regular, and the conduct of the students more respectful and obedient, than is at present the case. We have requested our President to notice these matters particularly, in his next address to the School, on the distribution of Prizes, which will take place shortly.

The conduct of the masters has been satisfactory.

The Finances of the school are in a very flourishing state, as will be seen on a reference to the balance in favor of the Institution.

At the close of the last year it was Rs. 779-11-7 against Rs. 841-14-2 at credit on the 30th April 1859.

The new residence for the Head Master was nearly completed and fit for occupation by the end of the year under review; and the Boarding House, intended for the use of pupils whose families may dwell at a distance from Bancoorah, is in a state of progress. The two additional rooms and the verandah of the school premises, are being built, and we expect to see them completed before the expiration of the year 1859-60.

* * * *

The institution is still held in high estimation by the native community, as is evinced by the great number of boys who come from long distances, for admission into it.

It may not be considered irrelevant to mention here, that the public Library building is nearly ready, and that the Committee hope to see it opened to the subscribers within a short period of time.

# PURULEAH SCHOOL.

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SECRETARY—CAPTAIN G. N. OAKES.
HEAD MASTER—BABOO CALLYCHURN DUTT.

THE local Committee held their meetings monthly until the receipt of the recent rules from the Director of Public Instruction, since which Quarterly meetings have been held. The visits of the Members were not so frequent as they ought to have been.

* * * * *

The school is going on well, vide the marginal statement. The total amount of schooling fees collected is Rupees 862. A balance of Rupees 607 is at the credit of the school.

| | |
|---|---|
| Number of boys on the Roll, ..... | 86 |
| Admitted,..... | 46 |
| Struck off for non payment of fees, ..... | 21 |

The appointment of a fourth Teacher is desirable. The Head Master has had throughout the year, besides other duties, to teach two classes, and I think this is too much for him. The highest class alone ought to have engrossed his whole attention. The other Teachers had also charge of two classes each.

Before entering into the details of the examination, I beg leave to state that several of the ex-students of this school have been employed by the Principal Assistant Commissioner of Manbhoom, and other Civil Officers in the south-western frontier Agency in Government situations, and I am sanguine that this demand will he a great stimulus to the cause of education.

The annual examination of the pupils commenced on the 25th and continued to the 30th of April 1859. It was conducted by myself

and other members, assisted by the Head Master, who I am glad to record is a very well educated and zealous officer. He has through his indefatigable zeal, raised the school within the last 6 years on a par with the zillah schools of old standing, termed superior or 1st grade schools, and has been repeatedly recommended for increased salary, of the same amount as the other zillah school head masters, namely 150 Rupees a month.

The first class consists of 7 boys, one of whom Soroop Chunder Ghose, and one a first class ex-student of the school, Baboo Hungsessur Mookerjee, appeared at the late University entrance examination, and I am happy to say that both of them have successfully passed, the former being entitled to a stipend of Rupees 8 tenable at the Hooghly College, and the latter being admitted a member of the Calcutta University. The remaining 6 boys were examined in the junior scholarship standard books for the year under report, questions were put to them in Literature, Mathematics, History and the Vernacular, and they were required to furnish written answers without any assistance in the presence of the members on each day. Their answers were examined by the members and were creditable. This class was also examined in general reading and explanations from the Spectator, and other books, as was originally proposed by the Head Master. Two boys appeared to have devoted much of their time to self instruction, *viz.* Prana Bullub Ghose and Bunkoo Behari Sircar. They read and explained passages quite satisfactorily and were acquainted with the nature of the subject. The Library Prize has been awarded to the former.

The 2nd class consisting of 11 boys was under the tuition of Baboo Kalachand Mookerjee until the 10th of January last, when Baboo Hungsessur Mookerjee was appointed to officiate in the post, and on the resignation of Kalachand Mookerjee, the Committee strongly recommended him for the vacancy, but the Director of Public Instruction appointed Baboo Sreenath Dutt, who joined his duties on the 25th March 1859.

The boys were examied on the following subjects:—

History of Bengal.
Prose Reade r No. III.
Lessons on Objects.
Lennie's Grammar.
Clift's Geography.
Arithmetic.
Bengali Grammar.

The answers given by the boys were very satisfactory. They were well acquainted with History and expert in pointing out places on the map. In Arithmetic, they were remarkably good.

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# MIDNAPORE SCHOOL.

SECRETARY—BABOO DHORONY DHUR ROY.
HEAD MASTER—BABOO RAJNARAIN BOSE.

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THE Committee met six times during the year, some of its Members acting as monthly visitors of the school.

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Owing to the absence of most of the European Members from the station on their yearly tours of inspection, the annual examinations which commenced in January and lasted till March were mainly conducted by the Native Members of the Committee and by other Native gentlemen unconnected with it. Mr. Leycester, C. S., examined the 6th, the 5th, and the 4th year's classes, and the Head Master the 3rd year's class, in grammar. The Secretary examined the 6th and 5th year's classes, the Head Master the 4th year's class, and Baboo Tincowry Mookerjea, head clerk to the Superintendent of Embankment, the 3rd, 2nd and 1st year's classes in English. Baboo Nobogopal Ghosal conducted the examination in Geography, and Baboo Wooma Churn Haldar that in Mathematics. The 6th and 5th year's classes were examined by the Secretary, and the 4th year's class by the Head Master, in History. The Secretary conducted the examinations in Translation and Analysis also, the latter being a new subject introduced into the School from the last Session, and Baboo Chundernauth Deb, the Government Pleader, that in Vernacular. The Head Master examined the lower classes in handwriting.

There being no prizes according to the Rules for the boys of the 7th year's class, and 11 out of 14 having gone to pass the entrance examination in Calcutta, the rest were not examined by the Committee. Of these 11 boys, 4 have successfully passed the examination.

6th year's class. There were 16 boys in this class. The average age 15½ years.

The examiner in English remarks—" Eleven out of sixteen boys have obtained more than ⅔rds of the total marks, and only two boys less than ½. This I consider very creditable both to the boys as well as the teacher. The dictation was unexceptionable." The examiner in History makes the following remarks—" The historical papers of this class are very good, most of the boys evincing an amount of knowledge to be gathered only in books of a higher standard than in the outline of Roman History sketched in Marshman's Brief Survey of History which is the Class Book. With the exception of one boy, all the rest have obtained more than half the maximum number of marks." The examiner in Mathematics remarks :—" I examined this class in Geometry, Arithmetic and Algebra, on paper. The result of the examination in the first two subjects has been good, in the last *below par*. To this subject, however, the Teacher had very little time to attend, the term for nstruction being this year shorter than usual. The average number of marks obtained in each of the subjects are 13-9, 12-53 and 35 out of 20, 20, and 100, the values attached to them respectively. The answer papers show much previous exercise and entitle the candidates and their Teacher to great credit."

The examiner in Grammar remarks—" The general out-turn is not satisfactory." The examiner in Geography reports—" The results are highly satisfactory."

The examiner in Vernacular is of opinion that " the progress made in this class is tolerably well." The examiner in Translation remarks :—" In the translation from English into Bengallee most of the boys have obtained a respectable number of marks; the rendering and style was good and the spelling correct. The Translations from the Vernacular into English, a foreign language to us, of course could not be expected to be so good, but still they were very fair. On the whole the papers were satisfactory." The examiner in Analysis reports.—" This is a new subject of examination introduced from the current year."

" I think that, under the circumstances, the boys have done very well, 2 of them having obtained 40 out of 50 marks, and none less than ½, " the general progress of this class has been good."

5th year's class. The number of boys in this class was 25. The average age 12¾ years. The examiner in English, remarks—" the boys have obtained more than half the total number of marks and only two boys

less than half. Some difficulty naturally enough was experienced by the boys in expressing themselves, as the explanation was required in English. This is the lowest class from which the boys begin to be practised to render English explanations. I consider the examination on the whole satisfactory." The examiner in grammar remarks—"This is a much better out-turn than the 6th year's Class." The Examiner in History makes the following remarks: "The historical answers are very good, shewing that the boys had carefully studied this subject; 11 boys out of 25 have obtained more than ⅘ths of the marks, and 20 boys more than half. I must remark however that the historical course gone through in this class appears to me very short for one year. I do not think 52 pages from Marshman's Brief Survey of History sufficient Historical reading for one year." The examiner in Geography reports the results of the examination to be highly satisfactory. The Examiner in Mathematics remarks :—"I examined this class in Arithmetic on slates, the result of the examination has been *just fair*; out of 50, the maximum number attached to this subject, the average obtained by the boys being 24·73." The Examiner in Vernacular says—"The progress made in this class is on the whole tolerably good."

The examiner in translation makes the following remark—"As in the 6th year's class the translation from English into the Vernacular has been much better than the *vice versa*, which of course in point of style or grammar could not but be defective for boys of this class Still on the whole they have done very well for their capacities." The Examiner in Analysis remarks—"In my remarks on the examination for literature proper of this class, I stated that the boys commence to speak English from this class. It could not therefore be expected that their exercises in Analysis should be of any superior character. Making all allowances I think the boys have done very fairly for their knowledge, and as an attempt only to write English." The general progress of this class has been creditable.

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The results of the Examination on the whole cannot, the Committee think, but be considered as satisfactory, shewing that the instructive staff have paid due attention to their laborious work. Baboo Raj Narain Bose, the Head Master, is entitled to the especial thanks of the Committee for his excellent management of the School, which appears just now to be in as flourishing a condition as could be expected. The Second Master, Baboo Bany Madhub Bose, has maintained his character as a successful teacher and has laboured hard to bring his boys forward.

The 3rd Master, Baboo Haran Chunder Chatterjee, has lately been transferred to the Ooterparah School, he was an excellent Teacher. Baboo Russic Lall Bose, 4th Master until lately, has conducted his duties efficiently and is gaining experience. He has lately been promoted to the 3rd Mastership. The 5th Master, Baboo Baburam Banerjee, though a new man for the department, has proved himself quite fitted for his post. Baboo Nilamber Naug, 6th Master, has done his duties as well as could be expected. The last or 7th Master, Baboo Racal Doss Dutt, has taken good pains with his infant boys, the most difficult to manage. The Pundit of the School, Bhola Nauth Chuckerbutty, is a clever experienced and painstaking teacher. As the only Vernacular Tutor in the School, he has to take charge daily of all the classes from the 1st to the last and must have a heavy work of it.

Amongst the improvements introduced during the Session under review may be noticed

1. The adoption of the Rules as laid down in the Report of the School Committee for the improvement of Schools bearing on the general management and discipline of Schools. These rules are working well and bear evident marks of improvement over old ones.

2. The introduction of a system of discussion on a given subject amongst themselves conducted by the boys in the presence of the masters. An hour devoted to this subject once or twice a week cannot but be very profitably spent.

3. Extra studies requiring the boys to study a given book, not comprised in the class course and giving marks for the same.

4. With a view to inculcate habits of benevolence and a desire to help the poor, a little subscription at the rate of a pice or two from such boys and masters as are able and willing to pay, is raised monthly from which the decrepid and the old are paid.

Until lately, the excessive heat of the weather not permitting any exercises now, the boys were largely making use of the Racket Court for their sport, but they have not been able to learn the game properly, as none of the masters can play it and teach them. Captain Beedle was kind enough to call on one occasion, but as it is a difficult game and quite

a new thing to native boys, they want a regular teacher; the boys, specially the young ones; are allowed to play native games requiring physical exercise. In the cold weather they generally play cricket.

The Committee cannot close the Report without recording their sense of gratitude to the late Lieutenant-Governor for his visiting the schoo in the course of his tour of Inspection. His Honor examined each class personally and expressed his satisfaction at what he saw and heard. The visits of no less a person than the head of the Government cannot but be beneficial to the interests of a Mofussil School.

The Committee expect in the course of the next 2 months (under the rules they admit boys only during the first 3 months of the Session) to have a large accession to the number of boys studying. At their last meeting they admitted 30 new boys, most of these lads not older than 10 years. There is a good number of applicants already. This certainly speaks well for the management.

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# BALASORE SCHOOL.

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OFFICIATING SECRETARY—B. KENDALL, ESQ.
HEAD MASTER.—BABOO POORNO CHUNDER SHOME.

* * * *

THE Local Committee have met ten times during the year. The School was visited four times by the Inspector of Schools for the Division, and frequently by the members of the Local Committee during the year. On the 20th December last, His Honor the Lieutenant-Governor of Bengal visited the institution accompanied by the Reverend Mr. Long and E. F. Cockburn, Esq., Commissioner.

* * * *

The monthly fees were raised from eight annas to one rupee in November last, and in consequence of this a few boys withdrew from the school, but the number of boys, owing to recent admissions, has not very materially decreased.

The annual examination of the school was conducted by the members of the Local Committee named in the margin, whose reports are quoted below.

B Kendall, Esq, Babóo Gour Doss Bysack, Baboo Hurokalee Mookerjee, Moulvie M. Abdoollah.

6th Year's Class.—This class consists of two Sections. The 1st composed of two and the 2nd of 5 boys, whose ages vary from 14 to 17 years. Both the sections are under the tuition of the Head Master.

Baboo Hurokalee Mookerjee, the examiner in Literature and Grammar, reports as follows :—

"I am not well satisfied as to the manner the boys of the 1st section acquitted themselves in Literature, particularly in Prose. Their answers in Grammar were comparatively satisfactory."

"I am much pleased with the result of the examination of the 2nd Section in Prose, but I regret I cannot congratulate it on its progress in Poetry.—

The replies of the students to the questions in Grammar were with one or two exceptions such as reflect credit on themselves."

B. Kendall, Esq., who examined the class in History reports as follows :—

" The answers were very much inferior to what I had expected. The writing was very bad and there was not a line without mistakes either in Grammar or Spelling, so much so, that the simplest rules were constantly violated."

" The books from which they have been learning History seem to me to be much too condensed for boys of their standing, and the result of the use of such books is that, most of the boys are little better than parrots, and are unable to think for themselves, or render their knowledge in any other words than those supplied by the authors they have been studying."

Baboo Hurokalee Mookerjee who examined the class in Geography, makes the following remarks :—

" Both the boys composing the 1st Section acquitted themselves creditably in Geography. Asootosh Nag proved himself superior to his competitor in this as in every other subject examined by me.

" The 2nd Section passed a very poor examination in Geography. The best two boys gained little more than one-fourth of the aggregate marks which were fixed at a hundred, and the rest less than one fourth.

" No attempt seems to have been made to instruct them on the globe, and their very imperfect exhibition of Maps proved also that they were not sufficiently practised in the use of Maps. I can recommend none for a prize."

5th Year's class.—This class is under the tuition of the 2nd Master. It consists of 15 boys whose ages range from 12 to 16 years, Baboo Hurokalee Mookerjee, who examined it in Literature, Grammar and Geography, reports as follows:—

" I am sorry I am unable to report in favorable terms on the examination of this class in Prose. The generality of the boys read badly and failed in explanation, and all the boys proved lamentably deficient in the derivation of words. With the exception of two boys the rest passed a fair examination in Grammar."

* * * * *

B. Kendall, Esq., who examined this class in History, reports as follows.

" The boys of this class answered very badly, several of them knowing scarcely any thing of the subject. Two of the boys answered very well, viz. Abdool Kader and Debnath Dey, the former especially seems a very intelligent lad and will in time, I have little doubt be a credit to the school."

Baboo Gour Doss Bysack who examined both the 6th and 5th year's classes in Mathematics reports as follows.

"I offered to test the boys of the first two classes in Mathematics, and Mr. Schalch who was to have examined them in that branch, kindly agreed to make over to me the task. What disappoints me is to find that the boys have hardly been able to cross the threshold. I cannot therefore speak much in favor of the progress made in this branch."

* * * *

Much of the unfavorable result of the late examination is to be ascribed to the constant shifting of the masters from the charge of one class to that of another. In September last, the 2nd Master took leave of absence for 35 days to pass the teachership examination which was to be held at Krishnagore, and temporary arrangements were made for teaching his class during his absence. Again, in December last, the late Head Master, Baboo Bissonath Singh, being transferred to the Bancoorah School, the 2nd Master was appointed to officiate as Head Master, and the other Masters were promoted one step *pro tem.* Another probable cause of the unsatisfactory result of the examination above adverted to is the insufficiency of the instructive staff of the school. The Head Master has to teach two Sections of the 1st Class which are virtually two distinct Classes, as their studies have with the exception of Bengali scarcely anything in common. The second Master has to teach the 1st year's as well as the 5th year's Class. With a class before him consisting of little restless boys always prone to commit mischief unless restrained by a constantly vigilant authority, he has to teach the 2nd Class of the school in all its subjects of study. Again, the 3rd and 4th Masters have to teach besides the 4th and 3rd year's classes respectively, the 2nd year's class.

At the instance of Mr. Schalch, the Collector of the District, the Local Committee had long recommended the appointment of a Master to teach the useful art of Surveying to the boys of the two advanced Classes. At length in February last their recommendation was sanctioned by the Inspector, and Baboo Sreenath Chunder Dutt was appointed Survey Master, on a salary of Rupees 20 per mensem, payable

from the surplus fees of the school. Besides the 1st two Classes of the School the Survey Master has to teach an extra class which at present consists of 9 students, 6 of whom are in public employ. These pay a tuition fee of 8 annas per month, which forms the private gain of the Survey Master.

On the occasion of the last distribution of Prizes to the boys of the School Baboo Hurokalee Mookerjea, Deputy Inspector of Schools for the District, announced his intention to award a Silver Medal to the boy who would prove best in Bengali at the next annual examination. To ascertain who was entitled to the medal, an essay was set to six boys of the 6th year's, and the 3 best of the 5th year's classes. Gobindprosaud Doss, a student of the 6th year's class, wrote the best essay, and has accordingly been recommended for the Medal. Baboo Shibprosaud Chowdry, a native gentleman, has placed books worth 2-8 at the disposal of the Committee to be destributed with the Government Prizes.

* * * *

The conduct of the Masters during the year has been good, and with regard to the care and assiduity with which they have taught, the Committee consider they cannot do better than refer to the individual reports on the examinations of the several classes, bearing in mind the constant changes that have taken place in the teaching staff during the past year, which changes occurring so constantly, the Committee are of opinion, cannot but prove disastrous to the School.

# CUTTACK SCHOOL.

SECRETARY.—W. L. HEELEY, ESQ., B. A.

HEAD MASTER —BABOO JUDOONATH MOOKERJEA.

THE number of pupils on the rolls at the end of the Session was 103, being an increase of 2 only on the amount at the end of the previous Session. Several boys have during the year obtained appointments in the Telegraph Department and one a very promising boy has obtained a writership in the Collector's Office.

In December 1858, the Hon'ble the (late) Lieutenant-Governor of Bengal, visited the school. He examined several classes, and expressed himself to the Secretary as much pleased with the proficiency of the boys and with the interest in their work displayed by several of the answers given.

Nine students entered themselves for the Junior scholarship examination, and were examined accordingly in March under the superintendence of the Local Committee.

* * * *

The annual Examination was held in May 1859, by the following gentlemen.

R. N. Shore, Esq.,
W. L. Heeley, Esq.,
F. H. Pellew, Esq.,
Baboo Tarakant Bidiasagour.
" Mohesh Chunder Roy.
" Koylass Chunder Ghose.

1ST CLASS. No. of boys 12. Average age, 17·5. The examination of this class was entirely on paper.

W. L. Heeley, Esq, *Literature*, remarks:—

"I was on the whole pleased with the results of this examination. It displayed a steadiness on the part of the boys, and an interest in their work which has not abated during the past twelve months. The poetical subject, the Vanity of Human Wishes, has been prepared with especial care, and both the substance of the poem and its details seem to be very clearly understood. The prose subject, a much more extensive one, was not got up with the same minute care, but the boys displayed a tolerably sound acquaintance with many of the habits of English life referred to, and with the peculiarities of the characters introduced. The whole indicates that great care has been taken by the Head Master, as usual. I was sorry to observe, however, that this care seems to have been bestowed only on those boys who were candidates for the scholarships. The three other boys in the class sent up, in the prose subject, no papers at all; while in the poetical subject they scarcely answered a single question correctly. I also find that the same boys sent up no papers in History: and the degradation of one of them into the second class is recommended by Mr. Shore, the examiner in Mathematics. I have degraded all three. It appears that the attendance of these boys has been most irregular, and that they have been left to do very much what they pleased, while the nine candidates for the scholarship were drilled day by day, in school and out. This will never do; the masters should avoid the imputation, which such results will necessarily reflect on them, that they have endeavoured to benefit their Scholars exclusively in such ways as may tend to their own glory. Scholarships are only valuable as an evidence of the general health of the body, but if all the rest is emaciated that the vital juices may be driven into a single limb, that limb becomes worthless as an index of the state of the rest. I most strongly recommend that in future no distinction be made between the boys who are candidates and those who are not, but that the whole of the first class carry on all their studies together. The system of fines for absence should also be in all cases enforced. I examined the boys in English composition by desiring them to write an account of Cuttack. The performances of some of them were creditable and full of sensible remarks well expressed, and none seemed at any loss. There were grammatical mistakes in all: and I am decidedly of opinion that grammar and spelling are not well taught, probably because not well understood by the junior Masters. It is not much the Head Master can do, except by a closer general superintendence, which is much required."

R. N. Shore, Esquire, remarks—

*Mathematics.*—"The proficiency attained by the 2nd class was of a low standard decidedly. That of the 1st class was much more creditable. The difference in the average number of marks is not so great as these remarks

might lead one to suppose, but this arose because in valuing the replies I exacted a higher degree of accuracy from the latter than the former."

T H, Pellew, Esquire, remarks—

*History.*—" Peary Mohun Sein, of Class I., and Beechund Putnaik, of the 2nd class, were the only boys that answered at all satisfactorily the more difficult of the questions. Azeez Khan answered what he did answer very respectably, but he altogether declined the most important questions that were given."

Baboo Koylash Chunder Ghose remarks—

*Geography.*—" From the numbers the boys have obtained it will be seen that the result of the examination in Geography is perfectly satisfactory. To the credit of the boys be it said that there were very few orthographical mistakes, and the general correctness of their English and the neatness of the papers sent in took me quite by surprise. I have seen several schools of this nature in the vicinity of Calcutta and have had the privilege and honor of examining the boys of some, but I have scarcely met with such perfectness so to speak in those necessary things which go very much to make up a perfect student, the papers of some of the best boys, in particular in the first and second classes, have afforded the highest delight to me. The result of the examination speaks most favourably of the teacher, who, it is clear, has taken great pains in training the lads up to a distinct knowledge of this most important branch of study."

Baboo Tarakant Bidiasagur remarks—

*Vernacular.*—" The result on the whole, considering the general proficiency of the boys, is satisfactory as evinced both by written and verbal answers.

" The first and second classes were examined in written questions in Hetopodesh and Byakurun, and the aggregate value of the questions on the subjects was 100, that is 50 in each. The latter class had to answer only a portion of what had been put to the former.

Some of the boys have obtained equal numbers, but the order in which they stand in the list, will show my opinion of the general proficiency of each.

The other classes having been examined verbally, no marks were assigned to the questions put to them.

* * * * *

2ND CLASS. No. of boys 7, average age 15 9.

W. L. Heeley, Esquire, remarks—

*Literature.*—" The inferiority of this class to the first, at least to the scholarship boys, is more marked than it should be. There are some sharp boys among them, but only one whose answers give me the impression of really thoughtful

attention to his work, Bichund Putnaik. They appeared to be generally speaking unable to express themselves clearly in English, and their way of sending up the papers is, for the most part, slovenly—a thing which does not occur in the first class, and which is really worth attention. I wish that in going through such a book as the Exemplary Biography, more pains were taken to fix the minds of the boys upon the *essentials* of the several stories. The moral lessons are too often lost from sight, smothered under a crowd of petty details."

3RD CLASS —No of boys 13, average age, 14·8.

W. L. Heeley, Esquire, remarks—

*Literature.*—"Classes 3 and 4 I observed no distinction in the work of these classes sufficient to warrant my making separate remarks on them. They are on the whole promising; several of the top boys in each class give sign of considerable ability and attention, and they appear to understand tolerably well what they read. I think these boys should be habituated to express themselves in English in writing as well as *viva voce*. It gives precision: mistakes in grammar can seldom be corrected, mistakes in spelling never, if the pupil answers your questions only by word of mouth. Hence in the second class, where they begin to be examined on paper, the writing, spelling, and grammar are alike deficient, and even in the first class, they are not as good as they should be. In an English school a boy most wants promptness; hence the *viva voce* is the right method; here a boy is seldom deficient in promptness, he can make use of all the knowledge he has, but, unless pains are taken with him, he will not correct."

*History*—"I examined these classes in History and was pleased with their progress."

Baboo Koylass Chunder Ghose remarks—

*Mathematics*—"The result of the examination in Geometry, Algebra and Arithmetic is on the whole satisfactory; but to my thinking it seems that the most essential thing in teaching young lads the rudiments of Geometry, Algebra and Arithmetic, has been sadly neglected. Instead of teaching them the very necessary principles, the teacher has throughout blindly attempted at making the boys mere machines. It is not merely the sharpening of the memory, but the filling up of the youthful mind with such substantial lessons as will fit it to grasp higher things, that a teacher has to look to. This, I am sorry to observe, has been altogether left out of sight.

"These considerations lead me to suggest that some steps should be taken to improve the efficiency of the subordinate teachers; and when a staff of efficient teachers is secured it is needless to say what the consequences will be."

*Geography.*—"In the Geography examination the boys of this class have given perfect satisfaction. The teacher has taken great pains to have them well taught in this branch; and I am happy to notice that he has succeeded to a very great extent."

* * * * *

During the past session some valuable additions have been made to the educational furniture of the School. A good terrestrial globe has been obtained from London: a microscope has been bought and is a source of interest and instruction to the boys; a plot of ground has been laid out as a garden; part of it devoted to wild plants, to be collected by the boys themselves from the jungles; and a set of wickets and bats and balls has been handed over to the boys, who use them with considerable assiduity. The library has been increased principally by a selection of books ordered from Messrs. Richardson and Co. by the Secretary, and the Prize books for the year have been obtained from the same source. The first class of the School attend the meetings of a society which has been formed among the Educated Natives for "Mutual improvement," in which papers are read and discussions held on points of social and literary interest, and at which one or two of the European residents of the station are generally present.

The system of marks which was explained in the last report has been adopted in the upper classes and is not found to be troublesome, while it furnishes a more truthful representation of the real relative merit of the boys than any other. In adjudging the prizes, equal weight has been, as far as possible, assigned to the marks of the session and the results of the examination.

In conclusion it remains to state that the Head Master continues to give the Committee great general satisfaction. He is diligent and intelligent and has the good of the School very much at heart. The second master has also worked well and spares no pains with the boys. With regard to the capabilities of the rest of the staff, the Committee would express no opinion as they desire them to undergo an Examination for the teachership certificate which will afford a sufficient test of their qualifications as teachers. It is most important that the junior teachers should be thoroughly up to their work.

# POOREE SCHOOL.

SECRETARY—R. PRINGLE, ESQ., M. D.
HEAD MASTER—BABOO CHUNDERMOHUN TAGORE.

| | |
|---|---|
| Number of boys on the rolls on the 30th April 1858,.. | 75 |
| Admissions, ..... | 29 |
| | 104 |
| Withdrawals,..... | 9 |
| Struck off for default of payment, ..... | 11 |
| Number of boys on the rolls on the 30th April 1859, ... | 84 |

The Local Committee met 12 times during the last year, and the School was visited by all the Members in the course of the year.

The average attendance during the last year was 59.

At first sight the attendance will appear unsatisfactory, but when the peculiar circumstances attached to the town, are borne in mind, it may be accounted for. In this town, the great seat of Hindoo worship, there are so many holidays, that it can hardly be expected that the School should be closed on every one of these occasions. On this account the School was opened on many of these holidays, especially when the holidays allowed to the School were regulated by the old rules, which were not at all adapted to local circumstances, but the attendance on such occasions, was invariably very thin. However, the Head Master has been directed to turn his attention to this subject, and remedy the evil here noticed.

There were no candidates for the Entrance Examination this year from the Pooree School; this occurred solely on account of the four best out of 6 boys of the first class being sick for more than half the year. The Annual Examination was conducted by the Members of the Committee. Mr. Mactier, who examined the first three classes in Literature, remarks as follows:

First Class. "The Reading good; Explanation not so satisfactory; the text chosen appears far beyond the boys' competence."

Second Class. "Reading generally very good, but explanation very deficient indeed."

Third Class. "Reading very good, explanation satisfactory. The first boy did particularly well."

First Class, History. "This part of the Examination was very satisfactory."

Second Class, History. "This part of the Examination is satisfactory."

First Class, Mathematics. "The examination of this class was very satisfactory. The boys seemed to understand the meaning of the Propositions of Euclid, and did not repeat them like parrots; although they have only been a short time engaged in studying Algebra, their progress is very satisfactory."

Second Class, Mathematics. "This part of the examination was satisfactory, although I think a little more ought to have been done in Arithmetic. The nearest approach to 100, the full marks for the paper, was 67, that is to say only just ⅔ of the marks were obtained by the highest."

Mr. Meik, who examined the first four classes in Grammar, expresses himself as follows, with regard to the results.

First Class. "This class have passed their examinations very satisfactorily."

Second Class. "I am also quite satisfied with the way that the Scholars in this class have passed their examination."

Third Class. "The Scholars in this class have also passed their Examination well, with the exception of those against whose names I have remarked, whom I should recommend to be sent to the 4th class."

* * * * *

First Class, Geography. "The knowledge of the boys in this subject was tested by their correctness in drawing out Maps of different countries, and after three trials Joy Kissen Patnaik was placed first, though from the number of marks gained it will be seen the other boys did very well also."

"The Maps drawn by this class were not good, though had they more practice in this method of testing their knowledge of Geography, I have no doubt they would ultimately succeed in drawing out a very fair map."

Second Class, Geography map.

Third class, Geography.

"The boys in this class answered well.

Third class, History.

"The class answered pretty well in Bengalee and Ooriah, but were quite at a loss in answering the simple questions in English."

* * * * *

Baboo Gourbullub Ghose, who examined in Vernacular, remarks as follows:—

"I examined all the classes in the Vernacular, and am happy to report favourably of the result of this examination. The boys on the whole passed a satisfactory examination in reading and explanation, but their writing was not so good as it should be. I however feel bound to add that the boys have been more properly grounded this year than they were in any of the previous years; and this is solely owing to the entertainment of a Pundit in the School since May last."

* * * * *

On this head my remarks of the two previous years still hold good. The only classes of the community, which appear to have any wish to educate their children at the Government School are those connected in some way with the Government offices, since of 84 boys there are scarcely 4 whose parents are not in Government employ.

Estimation in which the School is held.

*Masters.*—The conduct of the four masters has been quite satisfactory, and the head master continues to discharge his duties with the same zeal and attention as he has shown since his appointment. I was also pleased with the manner in which the 3rd master has conducted his duties, his class was examined by me, and I can only express my entire satisfaction with this portion of the examination.

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# SUMBULPORE SCHOOL.

SECRETARY—J. DYER, ESQ.

HEAD MASTER—BABOO RAM COOMAR SINGH.

IN April last, the English School was abolished, and the establishment was reduced to that of an Intermediate School, consisting of two English and three vernacular teachers. At the same time the fee-paying system was introduced into the school, the boys of the English and Ooriah department being respectively required to pay 4 annas and one anna per *month*. In consequence of these changes and innovations, the institution has fallen in the estimation of the people, and does not now attract so many boys into it as it used to do.

* * * *

The school has never been visited by the Inspector. It has been occasionally visited by the Local Committee, and some of the Members take a warm interest in its welfare.

Annual examination.

The annual examination of the school commenced on the 4th April and continued till the 10th. The 1st and 2nd class and the last three sections of the 3rd class of the English Department, were examined in English Literature, Grammar, Geography, Arithmetic and writing by the Secretary and Baboo Rausbeharee Bose. In their opinion the boys passed a highly satisfactory examination, and the result reflects great credit on the masters. Mr. Bothwell examined the 1st section of the 3rd class in English. He reports very favourably of their progress. The boys in both the two departments were examined in Ooriah by Baboo Roop Sing with the assistance of two Pundits. The result of the examination was satisfactory.

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# PATNA SCHOOL.

SECRETARY—J. SUTHERLAND, ESQ.

HEAD MASTER—MR. E. B. GODFREY.

* * * *

THE School is badly situated, and its great distance from Bankipore makes it most difficult, if not impossible, for the members of the Local Committee to make frequent visits to the place. The Secretary is the only member of the Committee whose duties bring him to the neighbourhood of the School, and his visits are frequent.

Donations.

On the appointment of Mr. Godfrey to the school, it was discovered that the expenses exceeded the assignment by Government plus the schooling fees, and consequently the Local Committee applied through the Director for an increase to the annual grant. This application was not entertained by the Director owing to there being no new circumstance connected with the Institution to warrant the demand, and it was directed to reduce the expenditure. At a meeting of the Committee to effect this purpose, Syud Lootf Ali Khan, one of the Members, very liberally offered a donation of Rs. 1,000 for the first year and volunteered for succeeding years to realize the amount by subscription among his friends. This amount has been paid by Syud-Lootf-Ali Khan during the past year, and laid out in defraying the extra expenses.

The general examination was held on the several dates between the 23rd and 26th April; and the following is an abstract of the result:—

First Class 7 boys, Average age 17.

This class was examined by the Commissioner, who remarks that "severally the boys are well taught and do credit to Mr. Godfrey."

Second Class 16 boys, Average age 15.

This class is also under Mr. Godfrey and was examined in all the subjects of their study by E. E. Woodcock, Esq., Collector, who remarks as follows:

The boys are well grounded. Their dictation shews clearly the trouble which has been taken to make them correct scholars. In Arithmetic they do not shew the usual forwardness of boys of their age. The attendance of the boys has been good in 4 months out of 9 during the incumbency of the present Head master.

Third Class 10 boys, Average age 14.

This class is under Baboo Bukhtawur Sing, and was examined in Reader, Grammar and Geography by the Magistrate and in History and Arithmetic by the Head master. The following is the Magistrate's remark :—

The students in this class appear generally well up in the subjects of their examination. Their knowledge appears more than superficial, which reflects great credit on their Teacher. The Head Master remarks—"With the exception of the first three boys the whole class know little or nothing of their history. Not one out of three sums in Arithmetic could be worked by any of the boys."

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The Vernacular Department was examined by Moulvi Ahamed Oollah and Syud-Lootf-Ali Khan, who respectively seem to be satisfied with the result.

Library.

The Library had received considerable accession towards the beginning of the year by the abolition of the High School, but it was kept in a very irregular manner till systematized by the present Head Master. At the suggestion of the Inspector all duplicate and triplicate copies of the same work have been put aside for sale at reduced prices.

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Masters.

Mr. Godfrey in all the visits I made to the School appeared to be active, zealous and attentive to his duties, and I am of opinion that the Institution has improved in every respect since he became Head Master. There is decidedly more animation and activity among the boys than formerly, and I [illegible] Mr. Godfrey has infused some of his own energy into the other Teachers. Bukhtawur Sing, Mr. Wright and the Vernacular Teachers conducted themselves in a satisfactory way.

# GYAH SCHOOL.

SECRETARY—J. B. ALLEN, ESQ.

HEAD MASTER—PUNDIT BALMOKUND.

THE year now under review—the 15th in the existence of the Institution—has been distinguished from its predecessors chiefly by two events; one, which for a considerable portion of the year not only retarded the progress of the School, but for some time made it a matter of difficulty to prevent a second total breaking up of the same, and another which cannot fail to exercise a wholesome influence upon its future. By the first, I allude of course to the disturbances in our own and the neighbouring districts which did not terminate until nearly the end of November last, when Shahabad was finally cleared of all rebels; by the second, I allude to the fact that for the first time since its foundation pupils of this School have competed, and one at least successfully, for the Scholarship and University entrance. The good effect of this latter event has indeed already become visible. An eagerness to qualify themselves for the entrance Examination and to obtain the coveted prize of a Scholarship has been created in the students of the upper classes, and many lads who formerly would have jumped at the offer of small appointments have now steadily refused them; the attendance has become more regular; and on the whole, English Education stands at a premium.

The Local Committee of Public Instruction have met four times for the despatch of business, and their proceedings have been duly forwarded to the Inspector's Office.

The Visitors' Books not having been returned by the Inspector of Schools, to whose office it was forwarded in November last, it is impossible to state the precise number of visits paid to the School by the various Members; it may therefore be considered sufficient to say that they have been more frequent and regular than in the preceding year,

and that most of the remarks entered into the Visitors' book are expressive of satisfaction with the improved discipline of the School and the internal arrangement made by the new Head Master.

The Director of Public Instruction visited the School on the 27th December 1858, examined the first class, heard some of the Junior Masters instructing their respective classes and expressed himself satisfied with the state of the School.

The Inspector of Schools in Behar, visited the School and examined several of the classes between the 4th and 9th September 1858. In absence of the Visitors' Book, into which he entered his remarks, I cannot embody them in my report.

The number of boys borne on the rolls on the 1st May was 89, that on the 30th April 107. It has therefore increased by 18 or about 20½ per Cent. The total number of admissions, withdrawals, &c., was as per margin; but it is deserving of notice that of the whole number of admissions, 33 took place after the 1st December 1858, and that of the withdrawals, &c., 17 fell before that date. A much greater number of boys might now be borne on the Rolls if it had not been thought advisable to refuse re-admission to many of the pupils who had left the School on the outbreak of the disturbances, and who, although they had unmistakeably advanced in age and size, had decidedly gone backward in their scholastic acquirements and forgotten what little they might have known before. The attendance, lowest in June, *viz.* 72½ per cent., and highest in February, *viz.* 88 per cent., has averaged 82¼ per cent. which, considering the circumstances, appears to be fair enough.

| | | |
|---|---|---|
| No. of boys on the 1st May 1858 ... ... | | 89 |
| „ taken employments, ... ... ... | 2 | |
| „ withdrawn by their parents ... | 8 | |
| „ left the Station, ... ... ... ... | 5 | |
| „ struck off for non-payment of fees, irregularity of attendance, bad character &c... | 12 | |
| Total, ... ... ... .. | | 27 |
| Remain, ... ... . | | 62 |
| Admitted during the year, ... ... ... | | 45 |
| On the Rolls (30th April 1859)... ... | | 107 |

* * * * *

Of the annual subscriptions, that of Rajah Haitnarain Singh of Tikaree (500 Rs. per Annum) has been paid for the years 1856 and

57, that of the late Rajah Modnarain Singh (1,000 Rs. per Annum) in spite of the repeatedly given promise of his widow to continue the same, is still outstanding for the last four years, viz. 1856-59.

The Library, which at the beginning of the year consisted of about a dozen odd volumes, now contains 148 works, comprising in all 227 volumes. Most of them were purchased from the Government Grant of 500 Rupees for Library Books, &c., and the yearly Book allowance ; a few second hand volumes were given by the Inspector from the Library of the late High School in Patna. The Library is open to the use of the Masters, and Scholars, as well as that of the public in general, 45 works have been lent out during the year to 12 readers, mostly the Masters of the School.

* * * *

The head master has been in charge of the School almost from the commencement of the year and has exerted himself with decidedly good results; his method of imparting instruction is good, and his system of order and general discipline have been well carried out, not only benefitting the boys under his care but together with example and conversation improving the masters under him ; the 2nd, 3rd and 4th Masters have evinced a laudable desire to improve and to fit themselves for the proper discharge of their duties. They proceeded in March to Patna to subject themselves to the University Entrance Examination, and two of them, viz. the 2nd and 4th Masters, returned successful : the 3rd Master, Moulvy Qumaruddin, was unfortunately taken ill in the morning of the 3rd examination day and had to go to the Hospital. (I cannot permit this occasion to pass without expressing my regret that the University Senate should have refused to allow the holding of the Entrance Examination in Gya, the more so, as I hear that out of eight candidates who appeared in Patna, five came from the Gya School, one from Chuprah and Muzufferpore respectively, and from the Patna School "none.") In the School these masters have done their best to improve the boys entrusted to them. Of the fifth Master, I am sorry to say, I cannot express so good an opinion. He has shown himself equally remiss in improving himself and the boys under his care, and

were it not for the consideration that for 20 Rupees no better teacher can possibly be obtained, I would have recommended his dismissal. As it is, he should be called upon to subject himself to the Entrance Examination at the next occasion, and his remaining in his post should be made dependent on his being successful.

Oriental Classes and Masters.

The vernacular classes are still sadly deficient, especially the lower ones, taught by Moulvy Qumar Ally. Parsing, Writing and Composition have been introduced, but hitherto without any apparent good result. The Moulvies are teachers of the old School and very loath to act upon suggestions for an improved method of instruction. Only positive orders and harsh measures can force them to do so, and constant supervision is necessary to keep them at work. This is more especially the case with the 2nd Moulvy Qumar Ally, who appears to be a quite superfluous appendage to the tutorial staff.

* * * *

Annual Examination.

The annual examination commenced on the 2nd and was continued to the 11th March 1859. It was conducted by the Secretary, assisted by Messrs. Latour, Grey, Butler, and the Head Master in the English, and by Moulvies Naziruddeen Ehmud and Salamutullah Khan in the Vernacular Classes. The reports of the various Examiners were as follows:—

*First Class.*—The two boys composing this Class had proceeded to Patna to pass the University Entrance Examination. One of them Jaigopaul Singh proved successful and was placed in the first Division of passed candidates.

*Second Class.*—7 Pupils : average age 15 years ; average time of study in the School 5½ years.

The Examiner, Mr. Latour, remarks—

"The boys of this Class, who have visited the School for 5 and 6 years have evidently been neglected by their former master, as their progress is far from satisfactory. It is to be hoped that the Master at present in charge of the Class will pay greater attention to their studies."

* * * *

*Third Class.*—14 Pupils, average age 14⅓ years; average time of study in the School 4 years; the examiner Mr. Butler remarks—

"The boys read tolerably well, but are still deficient in accent. They parse also pretty well.—Some are quick in Arithmetic; but others do not seem to have made much progress. In Geometry they would do better if the definitions and axioms were learnt by heart. Geography and History they are well acquainted with so far as they go. They write pretty well from dictation, but fail entirely in translation into Hindustani, which shows the necessity of their learning both Languages simultaneously.

* * * *

The boys are well grounded. Their dictation shews clearly the trouble which has been taken to make them correct scholars. In Arithmetic they do not shew the usual forwardness of boys of their age. The attendance of the boys has been good in 4 months out of 9 during the incumbency of the present Head master.

Third Class 10 boys, Average age 14.

This class is under Baboo Bukhtawur Sing, and was examined in Reader, Grammar and Geography by the Magistrate and in History and Arithmetic by the Head master. The following is the Magistrate's remark :—

The students in this class appear generally well up in the subjects of their examination. Their knowledge appears more than superficial, which reflects great credit on their Teacher. The Head Master remarks—"With the exception of the first three boys the whole class know little or nothing of their history. Not one out of three sums in Arithmetic could be worked by any of the boys."

* * * * *

The Vernacular Department was examined by Moulvi Ahamed Oollah and Syud-Lootf-Ali Khan, who respectively seem to be satisfied with the result.

Library.

The Library had received considerable accession towards the beginning of the year by the abolition of the High School, but it was kept in a very irregular manner till systematized by the present Head Master. At the suggestion of the Inspector all duplicate and triplicate copies of the same work have been put aside for sale at reduced prices.

* * * * *

Masters.

Mr. Godfrey in all the visits I made to the School appeared to be active, zealous and attentive to his duties, and I am of opinion that the Institution has improved in every respect since he became Head Master. There is decidedly more animation and activity among the boys than formerly, and I think Mr. Godfrey has infused some of his own energy into the other Teachers. Bukhtawur Sing, Mr. Wright and the Vernacular Teachers conducted themselves in a satisfactory way.

# GYAH SCHOOL.

SECRETARY—J. B. ALLEN, ESQ.
HEAD MASTER—PUNDIT BALMOKUND.

THE year now under review—the 15th in the existence of the Institution—has been distinguished from its predecessors chiefly by two events; one, which for a considerable portion of the year not only retarded the progress of the School, but for some time made it a matter of difficulty to prevent a second total breaking up of the same, and another which cannot fail to exercise a wholesome influence upon its future. By the first, I allude of course to the disturbances in our own and the neighbouring districts which did not terminate until nearly the end of November last, when Shahabad was finally cleared of all rebels; by the second, I allude to the fact that for the first time since its foundation pupils of this School have competed, and one at least successfully, for the Scholarship and University entrance. The good effect of this latter event has indeed already become visible. An eagerness to qualify themselves for the entrance Examination and to obtain the coveted prize of a Scholarship has been created in the students of the upper classes, and many lads who formerly would have jumped at the offer of small appointments have now steadily refused them; the attendance has become more regular; and on the whole, English Education stands at a premium.

The Local Committee of Public Instruction have met four times for the despatch of business, and their proceedings have been duly forwarded to the Inspector's Office.

The Visitors' Books not having been returned by the Inspector of Schools, to whose office it was forwarded in November last, it is impossible to state the precise number of visits paid to the School by the various Members; it may therefore be considered sufficient to say that they have been more frequent and regular than in the preceding year,

and that most of the remarks entered into the Visitors' book are expressive of satisfaction with the improved discipline of the School and the internal arrangement made by the new Head Master.

The Director of Public Instruction visited the School on the 27th December 1858, examined the first class, heard some of the Junior Masters instructing their respective classes and expressed himself satisfied with the state of the School.

The Inspector of Schools in Behar, visited the School and examined several of the classes between the 4th and 9th September 1858. In absence of the Visitors' Book, into which he entered his remarks, I cannot embody them in my report.

The number of boys borne on the rolls on the 1st May was 89, that on the 30th April 107. It has therefore increased by 18 or about 20½ per Cent. The total number of admissions, withdrawals, &c., was as per margin; but it is deserving of notice that of the whole number of admissions, 33 took place after the 1st December 1858, and that of the withdrawals, &c., 17 fell before that date. A much greater number of boys might now be borne on the Rolls if it had not been thought advisable to refuse re-admission to many of the pupils who had left the School on the outbreak of the disturbances, and who, although they had unmistakeably advanced in age and size, had decidedly gone backward in their scholastic acquirements and forgotten what little they might have known before. The attendance, lowest in June, *viz.* 72½ per cent., and highest in February, *viz.* 88 per cent., has averaged 82¼ per cent. which, considering the circumstances, appears to be fair enough.

| | | |
|---|---|---|
| No. of boys on the 1st May 1858. ... ... | | 89 |
| „ taken employments, ... ... ... | 2 | |
| „ withdrawn by their parents ... | 8 | |
| „ left the Station, ... ... ... ... | 5 | |
| „ struck off for non-payment of fees, irregularity of attendance, bad character &c... | 12 | |
| Total, ... ... ... ... | | 27 |
| Remain, ... ... ... | | 62 |
| Admitted during the year, ... ... ... | | 45 |
| On the Rolls (30th April 1859.)... ... | | 107 |

* * * * *

Of the annual subscriptions, that of Rajah Haitnarain Singh of Tikaree (500 Rs. per Annum) has been paid for the years 1856 and

57, that of the late Rajah Modnarain Singh (1,000 Rs. per Annum) in spite of the repeatedly given promise of his widow to continue the same, is still outstanding for the last four years, viz. 1856-59.

The Library, which at the beginning of the year consisted of about a dozen odd volumes, now contains 148 works, comprising in all 227 volumes. Most of them were purchased from the Government Grant of 500 Rupees for Library Books, &c., and the yearly Book allowance; a few second hand volumes were given by the Inspector from the Library of the late High School in Patna. The Library is open to the use of the Masters, and Scholars, as well as that of the public in general, 45 works have been lent out during the year to 12 readers, mostly the Masters of the School.

* * * *

The head master has been in charge of the School almost from the commencement of the year and has exerted himself with decidedly good results; his method of imparting instruction is good, and his system of order and general discipline have been well carried out, not only benefitting the boys under his care but together with example and conversation improving the masters under him; the 2nd, 3rd and 4th Masters have evinced a laudable desire to improve and to fit themselves for the proper discharge of their duties. They proceeded in March to Patna to subject themselves to the University Entrance Examination, and two of them, viz. the 2nd and 4th Masters, returned successful: the 3rd Master, Moulvy Qumaruddin, was unfortunately taken ill in the morning of the 3rd examination day and had to go to the Hospital. (I cannot permit this occasion to pass without expressing my regret that the University Senate should have refused to allow the holding of the Entrance Examination in Gya, the more so, as I hear that out of eight candidates who appeared in Patna, five came from the Gya School, one from Chuprah and Muzufferpore respectively, and from the Patna School "none.") In the School these masters have done their best to improve the boys entrusted to them. Of the fifth Master, I am sorry to say, I cannot express so good an opinion. He has shown himself equally remiss in improving himself and the boys under his care, and

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Oriental Classes and Masters.

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* * * *

Annual Examination.

The annual examination commenced on the 2nd and was continued to the 11th March 1859. It was conducted by the Secretary, assisted by Messrs. Latour, Grey, Butler, and the Head Master in the English, and by Moulvies Naziruddeen Ehmud and Salamutullah Khan in the Vernacular Classes. The reports of the various Examiners were as follows:—

*First Class.*—The two boys composing this Class had proceeded to Patna to pass the University Entrance Examination. One of them Jaigopaul Singh proved successful and was placed in the first Division of passed candidates.

*Second Class.*—7 Pupils: average age 15 years; average time of study in the School 5½ years.

The Examiner, Mr. Latour, remarks—

"The boys of this Class, who have visited the School for 5 and 6 years have evidently been neglected by their former master, as their progress is far from satisfactory. It is to be hoped that the Master at present in charge of the Class will pay greater attention to their studies."

* * * *

*Third Class.*—14 Pupils, average age 14⅓ years; average time of study in the School 4 years; the examiner Mr. Butler remarks—

"The boys read tolerably well, but are still deficient in accent. They parse also pretty well.—Some are quick in Arithmetic; but others do not seem to have made much progress. In Geometry they would do better if the definitions and axioms were learnt by heart. Geography and History they are well acquainted with so far as they go They write pretty well from dictation, but fail entirely in translation into Hindustani, which shows the necessity of their learning both Languages simultaneously.

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# MONGHYR SCHOOL.

SECRETARY—W. TUCKER, ESQ.

HEAD MASTER—Mr. W. N. McNAIR.

IN forwarding to you the examination papers of the English School at this Station, I have the honor to make the following remarks upon the progress of the boys.

In my letter No. 172, dated 1st May 1857, and No. 212, dated 7th May 1858, I pointed out that the Head Master receives no efficient assistance from the second and third Masters. These two officers never have been and never will be qualified for their present position. Their knowledge of English is scanty, their pronunciation very bad, and they appear to have no acquaintance with the various subjects, which they profess to teach beyond that which is to be found in the Class-books. This is fatal to the progress of their classes. The boys acquire readily the bad pronunciation and learn by rote from the Class-books, and have never been directed to make the simplest induction from what they read. They are at fault if ever the language of the class-book is not used. The Head Master must attend to the first class as his two assistants cannot take charge of it. This prevents the Head Master from devoting sufficient time to the general supervision of the school.

The attendance has somewhat improved in the last year, though it is still below what I had expected. The completion of the New School house will, I believe, increase the attendance, as its position is better than that of the present house and its accommodations very greatly superior.

* * * *

It reflects much credit on the Head Master, that under these adverse circumstances the first Class is progressing; and though one of the best boys has been removed, and the present head boy is leaving, there remains one boy Gobin Pershad, who may, I hope, next year be suf-

ficiently advanced to go up for the Entrance Examination. The European boys too, in this class, are making marked progress.

* * * *

The number of boys on the Rolls has increased from 51 in April 1858 to 84 in April 1859, and the average attendance has improved.

* * * *

The School Subscription Fund (exclusive of the 10,000 Rupees invested in the 5 per cents) when at its lowest ebb, received an addition of Rupees Five hundred (Rs. 500) subscription from a Zemindar, Baboo Ramchurn Singh, to whom I had been speaking about the School building in December last. On the 30th April last the amount actually available for carrying on the building was, including this addition, only Rs. 1,069-0-8, the promissory note remaining intact.

*First Class.*—Examined by Messrs. W. Tucker and E. Birch. They report as follows :—

" The reading in this Class was very creditable. The Class is no longer " divided into Sections, owing to the secession of one of the head boys from " the School."

" This Class is well versed in Geography. In this as in the examination " of previous years there is a marked failing in Arithmetic. In writing there " is not much improvement. More attention might with advantage be paid " to composition."

*Second Class.*—Examined by Messrs. W. Tucker and E. Birch. They report that :—

" The progress of this Class is not satisfactory, their translation and explanation were very inferior. This the Committee are inclined to attribute to the inefficiency of the second master, which has been commented upon in previous reports. The pronunciation and manner of reading in this class is any thing but creditable to the master. In Geography, Arithmetic and History, some of the boys passed a creditable examination."

*Third Class.*—Examined by Dr. Duka, he reports that :—

" A few of them acquitted themselves creditably ; but the general progress of the class, considering that two of the boys have been pupils of this School since 1854, six since 1855, three since 1856, is by no means satisfactory ; their reading and explanation are only middling, the Grammar they

only learnt as far as the *Pronouns*, the answers in Geography and Arithmetic were the best; the spelling, if the painful custom of hurrying over letters and syllables be rectified, would be satisfactory.

"On this point, I would take the liberty of proposing to the Local Committee that a recommendation be made to the authorities of Public Education, that the elementary classes, as regards their English studies, such as spelling, reading, grammar, be entrusted to the European Master. It is the intention of the authorities to give the natives a "correct" training in the English language and *pronunciation*, which can hardly be expected from Moonshees and Bengallee baboos, even of higher attainments, much less from persons who are employed on a pay of 15 to 30 Rupees per month."

# BHAUGULPORE SCHOOL.

SECRETARY—BABOO DWARKANAUTH CHATTERJEE.

HEAD MASTER—BABOO GOOROO CHURN MITTER.

THERE was only one meeting of the Local Committee during the year under report, but on all other occasions, written propositions and other papers were circulated for their consideration and order.—The School was visited 72 times during the year by Messrs. Sandys, Ainslie, Wright, Millet, Drummond, Harrison, and Baboos Girdhary Lall and Dwarka Nauth Chatterjee. With the exception of Mr. Muspratt, who joined our Committee in November last in the place of Mr. Ainslie transferred to another district, there has been no change in the constitution of the Committee since the date of the last report.

* * * *

The number of boys on the rolls of this school on the 30th April 1858 was 148. During the year under report there were 69 admissions and 52 withdrawals, so that there were only 157 boys studying in this School on the 30th April 1859. Of this number there were 146 Hindoos and 11 Mahomedans.

The average daily strength of the Scholars during the last year was about 146 and that of attendance 126, being in the proportion of about 86 per cent., or nearly 3 per cent less than that of the previous year.

*University Entrance Examination.*—At the examination held in this station, there were 14 Candidates, *viz.*, 3 teachers and 10 pupils of this school and one from Purneah. Of these, the three teachers succeeded in obtaining certificates of the 1st Class, and four out of 10 Pupils in those of the second class.

The Annual General Examination of the School was conducted by Messrs. Sandys, Muspratt, Drummond, Millett and Baboo Dwarkanauth Chatterjee.

The first class, consisting of 15 boys, was under the tuition of the Head Master. The subjects of their studies were those fixed by the University Senate for the entrance examination. Mr. Drummond examined them in Literature ; Mr. Millett in Mathematics ; Mr. Sandys in History and Mr. Muspratt in Geography, they considered the result satisfactory, and Gunga Dhur Banerjee and Anundee Lall Bose as the best proficient of the session. These two lads have entitled themselves to the Mahashyejee and Jankey Coomary Medals of the year.

The second class had on its rolls the names of 24 boys and was taught by Baboo Chunder Mohun Banerjee. Their annual examination was conducted by Messrs. Sandys, Muspratt, Drummond and Millett. The first named gentleman remarked, " History generally good, off hand and in the boys' own style." Mr. Millett considered " Arithmetic good in what they have learnt." Five Boys of this class were considered sufficiently advanced to be promoted to the first class.

In the 3rd class, there were 30 boys, of whom three were absent on the days of their examination, Baboo Parbutty Churn Mookerjee was the teacher of this class. Their annual examination was conducted by Baboo Dwarkanauth Chatterjee who stated " I examined this class in the History of Bengal, Prose Reader No. 4, Poetry No. 2, the Orthography and Etymology of Grammar, the four quarters of the globe, and Arithmetic as far as Rule of Three. The first few boys only acquitted themselves satisfactorily. The rest were very deficient in all the subjects of their studies."

* * * *

VERNACULAR DEPARTMENT.—The vernacular classes consist of two divisions,—Persian and Oordoo, each under a separate teacher.

The boys of the 1st class read the books fixed by the Senate of the University for the Urdu Entrance examination, viz. Bago-Bahar and Gul-Bukawullee.

The boys of the 2nd and 3rd Classes read both Persian and Urdoo ; in the former Bago-Bahar and Gulistan, and in the latter 2nd number Oordoo Reader and Gulistan are read.

* * * * *

MEDALS.—Ranees Jankey Coomary and Khama Shoondry and Mohashye Dwarkanath Ghose continue to give their annual donation of Silver Medals.—The first and second have been successfully contested by two boys of the first Class, but the successful candidate of the Urdu or Khama Soondery Medal will be decided on receipt of Moolvee Zain Oodeen Hossein's report.

SCHOOL BUILDING.—The School continues to be held in the house hired of Messrs. Gisborne and Co. last year at a monthly rent of Rs. 50. The Committee have thought proper to keep in abeyance for the present the building of the new School house for which a donation of Rs. 12,500, has been given by Baboo Mohinder Narian Singh and the Committee for the management of the Bhaugulpore Public Library. Plans and estimates were received from the Department of Public Works, but as the sum at our disposal was far below the amount of the estimate, we have deemed it proper to invest the amount in Treasury Bills until with interest it becomes sufficient to pay for a proper building.

THE LIBRARIES.—The Library attached to the School is in a good condition and has on its shelves nearly 800 volumes of useful books. It is extensively used by the teachers, pupils and other native gentlemen unconnected with the institution. During the last year, 402 books were lent out to readers. Since the location of the Bhaugulpore Public Library in one of the rooms of the School the boys and teachers have greater facility for reference and use of its books. The latter contains about 756 English and Vernacular Books and Pamphlets. Newspapers, Magazines and some Vernacular Journals are regularly filed there.

TEACHERS.—We have every reason to be satisfied with the manner in which the different teachers performed their duties.

# PURNEAH SCHOOL.

SECRETARY—R. ALEXANDER, ESQ.

HEAD MASTER—BABOO KHETTER MOHUN MOOKERJEE.

THE Committee met 10 times during the year under report, and the members visited the school in weekly rotation. Mr. Harrison visited the School in April and assisted the Committee in conducting the examination. The remarks of the several visitors recorded in the Visitors' Book bear testimony to the efficient working of the institution.

* * * *

The following is a statement of the numerical strength of the School :—

| | | |
|---|---|---|
| Number on the rolls on the 30th April 1859,..... | 67 | |
| Ditto admitted during the Session, ..... | 35 | |
| | | 102 |
| Ditto withdrawn ditto, ..... | 11 | |
| Ditto struck off ditto, ..... | 20 | |
| Ditto dead ditto, ..... | 1 | |
| | | 32 |
| Number on the rolls on the 30th April 1859,..... | | 70 |

This number composed of 44 Hindoos and 26 Mohomedans, are drawn from the classes of society as per margin, of whom 54 are connected with the Government Offices and the rest belong to the unconnected portion of the population. It has risen to 79 since the conclusion of the year. The following students of the 1st class have left the School with employments up to the date of the report.

| | |
|---|---|
| Vakeels, ..... | 7 |
| Mookhteairs, ..... | 9 |
| Amlahs, ..... | 24 |
| Native Doctors, ..... | 2 |
| Servants, ..... | 11 |
| Zemindars, ..... | 3 |
| Officers, ..... | 6 |
| Shopkeepers, ..... | 4 |
| Gomashta, ..... | 1 |
| Banker, ..... | 1 |
| Priests,..... | 2 |
| | 70 |

Modhu Prosad, writer in the Post Office at Kishengunge, salary 15 Rupees per mensem.

Shamachurn Mookerjee, writer in Department Public Works Ganges and Darjeeling Road, salary 40 Rupees.

Saroda Prosad Banerjee, writer in the 2nd Police Battalion, salary 60 Rupees.

Doorganath Roy, writer in the Purneah Collectorate, salary 25 Rupees.

The two last mentioned students received certificates of good conduct and qualifications.

The tuition fees and fines collected during the year, amounted to Rupees 445-2-6 against Rupees 440-10-0, credited to the School on this head the preceding year.

LOCAL DONATIONS.—The reward of 32 Rupees offered by Mr. Harrison for general proficiency in Urdu and translation, as noticed in the last year's Report, was obtained by Mokoond Lal Roy, a very promising student of the 1st class. In addition to this, the sum of 100 Rupees, subscribed by the European and native residents, alluded to in the said report, was expended in the purchase of Prize books, which were distributed among the deserving lads of the different classes.

For the present year the residents have laudably given a donation of 153 Rupees, but this sum instead of being laid out in giving Book prizes as heretofore, is, agreeably to the suggestion of the Inspector and consent of the Subscribers, to be devoted to two Scholarships of 5 Rs. a month, to be awarded, with reference to the result of the General Examination, to the two best Scholars of the 1st class. This year only one has been given to Mukoond Lal Roy, the second boy, Sharoda Prosad Banerjee having left the School on obtaining an employment as noticed above, and the others not being deemed deserving of the distinction.

The names of the Donors and the amount of their respective donations are appended below.

| Names of the donors. | Amount of donation | | | Remarks. |
|---|---|---|---|---|
| A. S. Harrison, ... ... ... | 16 | 0 | 0 | Towards Scholarships. |
| R. D. Courcy, ... ... ... | 5 | 0 | 0 | Do. |
| Mr. M. Smith, ... ... ... | 10 | 0 | 0 | Do. |
| Fred. J Earle, ... ... ... ... | 10 | 0 | 0 | Do. |
| W. H. Brodhurst, ... ... ... | 16 | 0 | 0 | Do. |
| H. Balfour. ... ... ... ... | 10 | 0 | 0 | Do. |
| R. Alexander, ... ... ... ... | 16 | 0 | 0 | Do. |
| F. A. Killwich, ... ... ... | 10 | 0 | 0 | Do. |
| A. J. Forbes, ... ... ... ... | 5 | 0 | 0 | Do. |
| Kally Prosuno Rae, ... ... | 10 | 0 | 0 | Do. |
| Radhanath Bose, ... ... ... | 5 | 0 | 0 | Do. |
| F. Walton, ... ... ... ... | 10 | 0 | 0 | Do. |
| C. B. D'Veriene, ... ... ... | 10 | 0 | 0 | Do. |
| T. Login, ... ... ... ... ... | 10 | 0 | 0 | Do. |
| Abood Azeez, ... ... ... ... | 5 | 0 | 0 | Do. |
| F. Walker, ... ... ... ... | 5 | 0 | 0 | Do. |
| Total, Rs. | 153 | 0 | 0 | |

The annual examination of the school commenced on the 19th April and continued with various intermissions and interruptions, for the reason mentioned in para. 1, till about the end of May. It was arranged at a meeting of the Committee to be conducted in the following manner :—

| Names of Examiners. | Subjects. |
|---|---|
| A. S. Harrison, Esq., ..... W. H. Brodhurst, Esq., ..... H. Balfour, Esq., ..... | Arithmetic, Algebra and Geometry. Literature including Reading and Grammar. |
| R. Alexander, Esq., ..... W. R. Davis, Esq., ..... | History. |
| Dr. F. J. Earle, ..... W. M. Smith, Esq., ..... | Geography. |
| Moulve Abdool Azeez, ..... Shah Wahedooddeen, Dy. Inspr.... | Urdu and Translation. |

I now beg to annex some extracts from the remarks of the examiners. Mr. Brodhurst, who examined the 1st and 3rd classes in Literature and Grammar, remarks on the former that "the boys in this class had generally acquitted themselves very well;" and on the latter that "with one or two exceptions this class has evinced good proficiency."

Mr. Harrison examined the lower classes only in Arithmetic, the 2nd in Arithmetic and Euclid, and the 1st in Arithmetic, Euclid and Algebra and makes the following remarks. "I cannot consider the result on the whole satisfactory, as compared with other Schools, but I am willing to make allowance for the classes which have not hitherto been so strictly examined."

He examined the 1st and 2nd Classes also in Translation from Urdu to English and remarks "the boys in both Classes knew the English of each word, but failed signally in rendering the sense into idiomatic English, and there was the greatest confusion in tenses in the narrative. It will be necessary for them during the next session to practise translation more frequently, and on each occasion the English Teacher must carefully point out the difference of idiom between the languages, and that whilst in the one the narrative is direct, in the other it is indirect. Thus in Urdu a man would relate "He (any other person) said that I will go," which in English is "He said he would go." Mr. Smith examined all the Classes in Geography and makes the following remarks. "Although I am unable to judge of the state of proficiency as compared with former years, I find this branch of knowledge in a very backward state, and in all the classes with the exception of the 1st, the condition of which is more satisfactory, the system of instrutcion seems very defective. I found that the most simple questions, when put in any form not adopted by the Teacher, were very imperfectly comprehended or altogether misunderstood. Thus if the question was asked, which are the principal rivers in Asia? the boys could repeat word for word the answer as it is to be found in their Class book; but if they were asked where any one of these same rivers was situated, they would probably be unable to reply; showing that the lessons

though learnt by heart, had not improved their knowledge of the subject. This is a serious fault and should be amended.

Moulvie Abdool Azeez examined the 2nd and 3rd Classes in Urdu and reported favorably of their progress. He drew attention to the smallness of the Urdu Teacher's Salary, which he considers inadequate to his labours.

Shah Wahed Ooddeen, the Deputy Inspector of the district, examined all the classes in Urdu, but more particularly the 1st, 4th and 5th Classes and expressed his satisfaction generally at the result.

I may remark in passing that this year one student from this School named Mokoond Lall Roy went up to Bhaugulpore to compete at the University Entrance Examination. The School suffered a great loss during the year by the untimely death of its most meritorious student Khetter Mohun Biswas, who had been prominently noticed in the previous reports and would have done honor to the institution had he lived another year.

Estimation in which the School and Education are held by the natives.

The natives of Purneah have their due share of apathy to education, but they are just beginning to appreciate its value as is evinced by the large number of applications for admission into the School. They are now in that state of transition from ignorance to the first dawning of knowledge when men are naturally fickle, as can be easily inferred in the present instance from the numbers leaving our School and again after some time asking for readmission. The parents seek to educate their sons, not for the sake of knowledge, but to make them eligible for good employments under Government.

* * * *

School building.

The construction of the new School-house was commenced in December last, but as yet it has not been completed.

* * * *

The Head Master, Baboo Khetter Mohun Mookerjee, has discharged his duties in a very satisfactory manner. He takes great interest in his work, and does his utmost to keep up the character of the School. On one

ccasion this year, when the house in which the School is held was obliged to be vacated for the purpose of repairing the roof, he very kindly allowed his own Bungalow to be used as a temporary School house. His assistants have also done their best for the improvement of the institution.

General state of Education in the District.

Education is yet in a backward state in this district; the people seek for a smattering of Persian and Kaithi-nagri which in their opinion qualifies them for all purposes of life, and they do not wish much to trouble themselves with Urdu and Deva-nagri. It would be the work of time to infuse into the minds of the masses in this part of the country a taste for true Vernacular Education. The English School would succeed splendidly for reasons stated in a previous part of the report, but it has been retarded by impediments over which we have no control. Few persons would keep their sons in Purneah if they could possibly send them to a healthier locality, and again the inhabitants dwell in such detached positions that the nearest place whence a student comes to the School is not less than half a mile, and the farthest is about five miles, whence the number does not increase to the extent which might otherwise be expected. Those that do attend might have shewn better results had they but been able to be more regular in attendance and could they but be looked after with a uniform attention throughout the year; from August to November almost in every year both teachers and Scholars suffer more or less from fever; the attendance at the School becomes thin and the regular work of tuition is hereby much interrupted. At the present time both the 2nd and 3rd Masters are ill with fever.

* * * * *

# MOZUFFERPORE SCHOOL.

SECRETARY—J. WESTON, ESQ.

HEAD MASTER—MR. T. P. MANUEL.

I HAVE the honor to submit herewith the Annual Report of the Mozufferpore School for the year 1858-59.

| | |
|---|---|
| Christians, | 3 |
| Judicial Officers, | 4 |
| Vakeels, | 12 |
| Mookhtiars, | 2 |
| Amlahs, | 15 |
| Writers, | 18 |
| Zemindars, | 8 |
| Bankers, | 5 |
| Merchant, | 1 |
| Zemindarie servants, | 3 |
| Farmer, | 1 |
| Total, | 74 |

From the Statement in the margin, it will appear that the School is attended at present by 74 boys, 15 of whom are children of Amlahs and 18 of Writers in the Government Offices.

Out of these there are,

| | |
|---|---|
| Christians, | 3 |
| Mahomedans, | 8 |
| Hindoos, | 63 |
| Total, | 74 |

The last Session closed with 65 boys on the Rolls; the present therefore shows a rise in the numbers, and it is to be hoped it will go on steadily increasing, and the benefits of knowledge be more and more valued by the people. During the year just over, the School was visited and examined by the Members of the Local Committee in the following order, and it is gratifying to perceive from the minutes recorded by them that they generally testified to the progress made by the pupils of the different Classes.

| | |
|---|---|
| By the Commissioner of the Division..... | Once. |
| By the Judge ..... | Thrice. |
| By the Collector and Magistrate..... | Once. |
| By his Assistants,..... | Five times. |
| By the Civil Surgeon..... | Once. |
| By the 1st Principal Sudder Ameen ..... | Six times. |
| By the Secretary ..... | Eight times. |
| By the Sudder Ameen, ..... | Three times. |
| By the Moonsiff, ..... | Four times. |
| By Syed Mahomed Tuki Khan, ..... | Once. |
| By Baboo Rughoonundun Sing, ..... | Once. |

Thirty four times in all, besides which they called on several occasions, but found nothing of note to record in the Minute Book. The Director of Public Instruction and the Inspector visited the School on the 1st January 1859.

There are six Classes in all in the English Department, eight in the Persian, four in Oordoo, six in Bengallee, and six in Writing.

The Examinations commenced on the 1st April last and were carried on for ten days in the following order :—

Friday the 1st April, G. L. Martin, Esq., C. S., History.

Saturday 2nd ditto, W. Dacosta, Esq., Grammar of the first four Classes.

Monday 4th ditto, N. C. Macnamara, Esq., Mathematics of ditto.

Tuesday 5th ditto, C. P. Caspersz, Esq., Bengali Literature and Literature and Geography of the 3rd year Class.

Wednesday 6th ditto, Trevor J. C. Grant, Esq., Literature of the 6th and 5th year Classes.

Thursday 7th ditto, E. Stewart, Esq., ditto of the 4th year Class and all the subjects of the 2nd year Class.

Thursday 7th April, E. Dacosta, Esq., translation of the 6th and 5th year Classes.

Thursday ditto ditto, the Head Master, Urdoo Literature of the 1st or highest Class.

Friday 8th ditto, J. Weston, Esq., Geography of the 6th, 5th and 4th year Classes.

| | | |
|---|---|---|
| Saturday 9th ditto, | Moofty Eradut Ali. | Persian and Oordoo Literature. |
| " | Syed Mahomed Tuki Khan | |
| " | Baboo Ruggoonundun Singh | |
| " | The Head Master 1st year Class, English. | |

6th Year Class.—Before transcribing the minutes of the several Examiners, it is necessary to make a few remarks about this Class.

It was divided into two sections: in the 1st was a boy, an ex-student of the late Patna High School, who joined the Institution so late as the end of November 1858. As was to be expected from his short course of study of 2½ months only, (he fell sick for 15 days in January) he failed in passing the Entrance Examination of March 1859 with success. The boys of the other section, who were not able to procure Copies of Murray's History of India at the opening of the Session (none being then procurable in Calcutta) altho' intelligent in other subjects, were not able to keep pace with him in History. Lessons were given simultaneously, sometime extending over 40 pages a day; hence many of the facts escaped from their memory and they failed.

Mr. Martin, who examined this Class (8 boys, average age 17-5) in History says :—

"Six questions in History were given to this Class consisting of 8 Scholars. The answer furnished by 7 show a general ignorance of the subject, the composition and spelling are both very faulty, and with one exception (Gokhool Chowdhry,) the writing is extremely indifferent. The remaining Scholar, Brama Dutt, has acquitted himself tolerably well, the majority of his answers showing a fair knowledge of the subject, though more attention might have been paid to the spelling and writing. He is decidedly the most advanced of his Class in this branch of literature, and being reported by the Head Master as very industrious in his studies, I recommend him for a prize. Judging from the results of this examination, I am inclined to think that in studying History the important facts are not sufficiently impressed on the memories of the Scholars."

Mr. W. Dacosta, the Examiner in Grammar reports as follows :—

"The result of the examination of the 6th year Class boys, who were examined in Etymology and Syntax, is favorable to them all, but specially to three whom I class as follows :—

1. Brama Dutt,
2. Kishnay Nund,
3. Lalljee Pershaud.

The rules of Syntax were quoted with great facility in the correction of the exercises given to the boys, and they evinced a knowledge of Grammar generally, highly creditable to them as Native Students. It must therefore, be also creditable to the Head Master by whom entirely this Class is instructed. Mr. Manuel possesses a degree of patience and exercises a perseverances ufficient to suit the dullest apprehension, and the successful operation of his labors, must be mainly attributed to the exercise of these qualities and to his explanations to the boys, which I have observed to be remarkably lucid in both languages."

Dr. N. C. Macnamara, who conducted the Mathematical examinations of this Class, says that the result was "very satisfactory."

"In Euclid the boys passed a good Examination; in Algebra they require to be better grounded, and in Arithmetic to work a little quicker. Gokhool Chowdhry, distinguished himself much in Arithmetic and Euclid, but not in Algebra. Kishna Nand was nearly if not quite equal to him. I have however given Gokool Chowdhry the highest number of marks, because he did his work quicker and more neatly than Kishna Nand."

Literature—Mr. Trevor J. C. Grant writes:—

"This Class which I examined in Goldsmith's "Vicar of Wakefield," and Johnson's "Vanity of Human Wishes," showed, with two exceptions, a highly satisfactory degree of proficiency. They shewed an acquaintance with the subject of the two works which was to be hardly expected when one considers their nature. Roy Brama Dutt, Kishna Nand and Gokhool Chowdhry were superior to their fellows. They gave a clear account of the books, paraphrased passages in each in their own words, read well and answered questions which showed that they understood what they read. The faults that I found were such as I suppose will always be found in Natives anxious to display their proficiency in English Literature. They were fond of using many-syllabled words, revelled in a Greek quotation, and had no idea of giving a succinct analysis of their subject. But their knowledge of the very difficult works they had been working on reflects great credit on their Teacher."

Mr. E. Dacosta, who examined this Class in translation, reports as follows:—

"The boys in general made a good translation. They however translated with much more facility from English into Urdoo than *vice versa*. In the latter I observed they were somewhat striving. Nevertheless they one and all acquitted themselves creditably."

Geography—Mr. J. Weston remarks :—

I examined this Class, consisting of 8 boys, in Geography. Although most of the lads did not readily answer all the questions put, yet on the whole I was satisfied with the progress made by them. The boys pointed out the places asked on the Maps of Europe, Asia and Africa, very quickly."

5th, 4th and 3rd year Classes (9, 12, and 10 boys, average age—16, 15 and 13).

Of these, *tria juncta in uno*, Mr. William Dacosta writes :—

*Grammar*—"These Classes have passed a creditable Examination and it is satisfactory to record the success of their Teachers."

*Mathematics.*—Dr. Macnamara expresses himself satisfied with the 5th and 4th year Classes, and adds that Gunga Pershaud in the former and Heera Lall in the latter have gained the highest number of marks. "The 3rd year Class," he says, "did not do its work very well, but being quite young children they could not be expected to do very much.

*Literature*—"The subject," says Mr. Grant, "in which I examined this Class (5th year.) was Pope's translation of Homer's Illiad, Book I. The boys were of course not so forward as those in the 6th year Class, but they exhibited a very fair acquaintance with the work.

"The boys of the 4th year Class" writes Mr. Stewart "were examined by me in Literature only. I was much satisfied with the result of the Examination, which speaks well for both Master and boys. The latter evinced by their replies that they understood very well the meaning of what they had been reading, and the pronunciation was on the whole very good."

"I examined the 3rd year Class," says Mr. Caspersz, "and consider that on the whole the progress made by the Students of this Class is satisfactory. The lads were somewhat deficient in Geography and Dictation, to which I would recommend greater attention being paid in future."

Translation.—Mr. E. Dacosta writes :—

"Of the boys of the 5th year Class, two translated satisfactorily. With the others I was sorry to find it was a failure; they having made a free translation only of a portion of what was given to them."

In Geography this Class was examined by Mr. Weston who reports as follows—"I was satisfied with the ready answers made by a good many of the boys to the questions asked. The Master should direct the particular attention of the lads to a correct pronunciation of the names of places."

Of the 4th year Class, the same Examiner writes:—"The lads made ready replies to the questions asked, and evinced a good knowledge of what they had been taught. I was satisfied with the result of the Examination in Geography.

* * * * *

The Persian and Oordoo Examinations were conducted by Moofty Eradut Ally, Syed Mahomed Tuki Khan and Baboo Rughoonundun Singh. The following is a translation of their remarks.

"The boys have passed a very commendable examination both in Persian and Oordoo. The proficiency made by them reflects credit on the 1st and 2nd Moulvies by whom they have been taught.

Of the Writing Department the same Examiners say:—

"Moonshee Keola Pershaud is a hardworking Officer. Boys who knew little or nothing of Caligraphy last year have laid very fair specimens of their hand writing before us, which make us come to the conclusion that much pains are taken with them by their Teacher."

In September 1858 a Pundit was appointed. Most of the Bengali gentlemen, who had children studying in the School, applied to the Local Committee to appoint a Bengali Teacher who would train up their sons in the language of their mother-country. The Committee replied that if the Applicants would agree to pay half the salary of the Pundit, their request would then be attended to. Upon this, the Bengalis expressed themselves willing to pay 6 Rupees a month, and deposited 72 Rupees in advance. A Bengali Teacher was then appointed on 12 Rupees a month (the difference, 6 Rupees, being paid from the Jogeearah Fund) from the 9th September 1858.

Mr. Caspersz who examined the Bengali Classes writes:—

"The Students of the 1st Class read and explained the Ramayun, the 2nd and 3rd Classes the Nethibode, the 4th Class the Bododoy, the 5th Class the Rejoopaut and the 6th Class the alphabet, I understand that Bengali was introduced into the School in September last, and highly approve of it, as many of the lads are the children of Bengali parents, who have thus an

opportunity of studying their mother-tongue. The progress made by the Students is very creditable, and I would recommend a prize being awarded to Mahanundo Ghose who has acquired the greatest proficiency."

Mr. T. P. Manuel has been the Head Master of the School during the whole of the last year. The improvements made in the several Departments of the Institution, as evidenced from the remarks of the several Examiners, are certainly to be ascribed to his watchful superintendance, and I cannot but say that he is a hard-working and efficient Teacher, and deserving of much praise.

It should be added here that discipline has been invariably preserved in the School, and the Committee have always remarked with pleasure that the boys were correct and orderly in their behaviour and neat and clean in their dress.

On the State of the School and the labors of the Junior Teachers the Head Master writes :—

"Baboos Kallee Prosunno Ghuttack and Bisshoon Sahoy have regularly attended the School and shewn themselves interested in the work of teaching."

"True it is that the Classes taught by them have not gone through the quantity fixed by me at the beginning of the Session ; but remembering that a good deal of time elapsed before books could be procured from Calcutta, I am inclined to overlook the circumstance this year. With the diligence and zeal of the Moulvies I am satisfied."

Five boys who were in the School at the end of the last Session have obtained employments in the several Public Offices here and elsewhere.

The Library has been considerably enlarged. About 155 and more Standard Works, Historical, Literary, and Mathematical, have been purchased from the Book allowance of the past and present Sessions. The sum of Rupees, 1,799-10 from private donations has been laid out in purchasing Apparatus, Globes, Chemicals, an Orrery, a model steam Engine, Books, &c., a Smith and Beck's Microscope has been also ordered out from England. When all these arrive, additional popularity will be gained by the Library, which is now open to Masters, Boys, and Members of the Local Committee.

The Bengali community offered Books to the value of Rupees 9 to be distributed in the Bengali Classes, and Baboo Ruggoo Nundun Singh offered a gold-mohur for the purchase of books to be given to the successful students of the Persian and Urdoo Departments.

* * * * *

# SARUN SCHOOL.

SECRETARY—H. C. RICHARDSON, ESQ.
HEAD MASTER—MR. W. HANVEY.

THE Sarun School was established on the 1st May 1854.

The Local Committee met whenever occasion required, and the Members were monthly visitors in rotation. Besides the Commissioner of Revenue, the Director of Public Instruction, and the Divisional Inspector of Schools visited the School in their official tours.

An increase of 19 pupils has taken place during the year, thus :—

| | | |
|---|---|---|
| No. on the Rolls, 30th April 1858, ..... | 64 | |
| „ Re-admitted from 1st May 1858 to 30th April 1859 | 25 | |
| „ Admitted ditto, ditto ditto ditto,..... | 17 | |
| | | 106 |
| No. dismissed for default of payment of Schooling Fees ditto ditto, ..... | 6 | |
| Ditto ditto ditto prolonged absence, ditto ditto, ..... | 6 | |
| Ditto, Dead, ditto ditto, ..... | 1 | |
| Ditto, withdrawn on account of sickness, parents leaving the station, and inability to pay the Schooling Fees ditto ditto, ..... | 9 | |
| Ditto ditto, with a Junior Scholarship, ..... | 1 | |
| | | 23 |
| No. on the Rolls on the 30th April 1859, ..... | | 83 |

There might have been a greater accession, but for the following unfavorable circumstances.

1st The want of proper accommodation for the Classes during the 9 months of their exclusion from the School House, then occupied by the troops.

2nd The proximity of Goruckpore and Shahabad, which tended to keep up a certain degree of alarm in the place until a very late period.

The marginal Statement exhibits the classes of society from which the scholars are drawn. It will be seen that the great majority of the pupils are the sons of people connected with the Public offices and Courts.

| | |
|---|---|
| Deputy Collectors, ... ... ... ... | 2 |
| Zemindars, ... ... ... ... ..... | 7 |
| Vakeels, ... ... ... ... ... ... | 7 |
| Mookhtars, ... ... ... ... ..... | 6 |
| Amlahs, .. ... ... ... ... ... ... | 23 |
| Stamp Vendors, ... ... ... ..... | 3 |
| English Writers, ... ... .. ... ... | 6 |
| Darogahs, .. ... ... ... ... ..... | 3 |
| Sub-overseers, Ferry fund Department, ... ... ... ... ..... | 5 |
| School Masters, ... ... ... .. ... | 1 |
| Native physicians, ... ... .. .. | 1 |
| Shop-keepers... .. .. .. .. ..... | 8 |
| Brahmins, .. .. .. .. .. .. | 1 |
| Chuprassees, .. .. .. .. ..... | 3 |
| Duftries, .. .. . .. . .. | 2 |
| Private servants, .. . .. ..... | 5 |
| Total, .. .. .. | 83 |

* * * *

Mr. P. D'Costa, 2nd Engineer of H. M's Steamer "Hooringotta," has very kindly offered a silver medal for the most proficient scholar of this year.

The head student of the 1st class underwent the University Entrance Examination at Patna, and has been eminently successful, being with a single exception, the only student from Behar that has attained the 1st Division. He was, at the same time, a candidate for a Junior Scholarship, and has also been awarded a Presidency College Exhibition for 2 years.

The General Examinations of the School commenced on the 26th April and continued, without intermission, till the end of the month. It was conducted by the undermentioned gentlemen, in the departments noted opposite their names.

History,..... ..... H. Atherton, Esq.

Geography,..... ..... A. Fleming, Esq, M. D.

Mathematics,..... G. N. Barlow, Esq.

English Literature and Grammar H. C. Richardson, Esq.

Arabic, Persian and Urdu, .... Moulvie Izharul, Huq, Mahomedan law officer, Moulvie Waris Ali Khan Bahadoor, Deputy Magistrate, Moulvie Mirza Mahomed Sadiq Khan Bahadoor, P. S. Ameen, and Moulvie Sheikh Ali Azzem Khan Bahadoor, Sudder Ameen.

Subjoined are extracts from the reports of the several Examiners :—

*History.*—1st Class. "The answers of both boys display intelligence and are about equal."

2nd Class Section A. "The answers of the boys generally show that they understand pretty well what they have read.

2nd Class Section B. "These boys were examined orally and by written questions. They know the historical facts recorded in their text book, but they have not sufficient knowledge of English to express themselves properly.

*Geography.*—"In the first Class there were 2 boys, 6 questions were given them, the aggregate value of which was 40.

In the 2nd Class Section A, there were 10 competitors for prizes. Most of the questions were fairly answered.

"In the 2nd Class Section B. there were 9 competitors. All answered the questions given them fairly.

"The junior Geography Class consists of mere beginners, and none are I think, as yet deserving of pr[illegible]."

"In conclusion, I consider th[illegible]858, [illegible]s the boys have made in Geography is most creditable to Mr. Hanve[illegible]858 to 30[illegible]

*Mathematics.*—1st Cl[illegible] Class. "I have [illegible]d the papers of these 2 boys and consi[illegible] consider their examination does them and their teacher very great credit, since they appear to understand really the application of what they have learnt, and not, as is often the case, to have acquired their knowledge, by rote.

2nd Class Section A. I regret to observe that these boys do not appear to devote much attention to their writing, the specimens showing great want of neatness while in the Geometrical figures little has been done to represent any thing approaching a correct representation of the subject.

2nd Class Section B. The marks range from 10 to 35 out of 45. Three boys have gained one half and upwards, and the rest, with one exception, more than one third of the total number of marks.

* * * *

*General Remarks.* "I may observe that of 5 Schools I have seen within 2 years, the boys of this School, generally, seem to understand best what they learn, and not to get up their work so much by rote."

## Oriental Examinations.

The Mahomedan Law Officer, who examined the Arabic Class by written questions, and the 2nd Division of the 2nd Class studying Persian and Urdu, orally, states :—

"That the students, generally, have passed a good examination this year; that most of them appear to take an interest in their studies, and display intelligence; that the system of teaching is good, and the teacher, assiduous and attentive."

Moulvie Waris Ali and the Sudder Ameen report of the 1st Division of the 2nd Class.

"These boys passed a satisfactory examination in reading, explanation and translation from Persian into Urdu and *vice versâ*, and the progress they have made reflects credit upon the Teacher, who is evidently a painstaking officer considering the number of Classes, their Sections, and the variety of the books he has to teach single-handed."

* * * *

The visiting Members have always found the Masters at their work, and studies proceeding in a satisfactory manner. Mr. E. A. Samuells, the Revenue Commissioner and *ex-officio* Member of the Committee, thus remarked on visiting the School in January last.

"I visited the School this forenoon and examined the different Classes. The result, on the whole, was very creditable to the Head Master, Mr. Hanvey and his co-adjutors. The boys read fairly, and generally speaking, understood *thoroughly* what they had read. The attendance book shows a very satisfactory result."

Mr. R. I. Richardson, who was Secretary L. C. P. I. till the 15th of April, states "Mr. W. Hanvey, the Head Master, has, during the year 1858-59, conducted his duties to my entire satisfaction.

"It is, indeed, owing solely to his ability, perseverance and industry that the School is in its present favorable state."

"Of the 3rd and 4th Masters, I know but little, and that little is not much in their favor."

"The Persian Teacher is a hardworking and respectable officer, and has done well throughout the year.

* * * *

I consider the thanks of all the Members are due to Mr. Hanvey, whose attention to his duties in School is only equalled by his kindness to the boys out of it. The success of the School is owing to his exertions.

# CHOTA NAGPORE SCHOOL.

SECRETARY—J. DAVIS, ESQ.

HEAD MASTER—MR. W. J. MAYNE.

THE results of the examination, and present as compared with former prospects of the School, are considered very creditable to the Head Master and are gratifying to the Committee.

We observe that Mr. Mayne joined his appointment on the 1st July last. From the disturbed state of the country, inefficient teaching and other causes, the School especially in the English Department was at that time in a very unsatisfactory state. There has since been a marked progressive improvement, ; the number of Scholars has risen from 49 to 95, and the average monthly attendance shows that few boys now absent themselves without good cause.

The system of teaching now adopted evidently gives the pupils a greater interest in their lessons than they ever before felt, and the Committee find that very fair progress has latterly been made, and they were particularly struck with the rapid advance of the 3rd, 4th, and 5th classes, shewing that Mr. Mayne's personal attention is successfully devoted to all the boys learning English who have emerged from the elementary classes, and is not confined to a few of the senior boys.

The Committee recommend an amalgamation of some of the classes, which now appears practicable, and will lighten Mr. Mayne's labours.

The 1st Class was examined in English History and History of Bengal. They explained well in English and answered correctly the questions put to them. Their answers to the questions in Geography and Grammar showed that they both remembered well and understood well what they had been taught. Their parsing was admirable and writing from dictation very good. In Arithmetic they did sums in fractions promptly and correctly.

The examination of the boys in Hindée and Oordoo was held by Baboo Kallypersaud Dutt, 1st Grade Moonsiff of Kissenpore, Roy Chunder Chowdry, Sheristadar of the Deputy Commissioner, and Moonsiff Imrit Lall, Sheristadar, of the Senior Assistant Commissioner. They report that their progress is good in the former branch of study, but they are quite deficient in Arithmetic; in Urdu, they have shown no improvement, their pronunciation is bad and they are not able to explain correctly passages involving Persian words and phrases, this defect cannot be rectified without the study of the Persian Language, we accordingly recommend its introduction.

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# MYMENSING SCHOOL.

SECRETARY—C. H. CAMPBELL, ESQ.

HEAD MASTER—BABOO OMACHURN DAS.

DURING the past academical year the average daily attendance was 135 out of an average total of 167, or 80½ per cent.

Taking an average of the expenditure incurred in all the quarters of the year, the total cost of tuition for a student, per month, amounts to Rs. 2-3-3 pie, the cost to Government being Rs 10-7 pie; this shews a decrease in the expenses. The items stood thus last year:

| | |
|---|---|
| Cost to Government... ... ... ... ... | 1-6-2½ |
| Cost contributed by Students per head ... ... | 1-3-0½ |
| Total cost ... ... ... ... ... ... | 2-9-3 |

The sums realized on account of schooling fees and fines remitted to the local treasury amount to Rs. 1,876-13 annas viz :—

Schooling fees, 1588-8

Fines ... ... 288-5

During the year there were in the school—

39 Admissions } 85
46 Re-admissions }

97 Struck off }
3 Withdrawls } 101
1 Dead }

Decrease 6

* * * * *

The following is the result of the Examination held at the conclusion of the Session.

First Class.

Four out of eight candidates of this class have passed the Calcutta University Entrance Examination. To the first two Junior scholarships have been award-

ed. Shooshe-Bhoosun Dutt has joined the Dacca College and Bama-Churn Palit the Medical College at Calcutta.

Second Class.

Mr. Beveridge says :—" Examined the boys of the 2nd Class in Reading Prose and Poetry with explanation, &c.

" Some of the boys answered very fairly, and on the whole, I think, that the results of the examination are encouraging.

" I have been on the whole much pleased with the answers of the boys examined by me. My examination ranged over a considerable number of subjects, and in all there was abundant evidence of painstaking both on the part of the boys and of their teachers.

" The chief deficiencies that I noted occurred in the departments of Geography and Modern History. For their comparative ignorance of the former branch, however, the boys are not to blame as it is impossible to acquire a knowledge of Geography without access to Maps and Globes. These apparatus are either wholly wanting in the School or of a most wretched description, and I earnestly hope that good Maps and Globes may be soon supplied by Government.

" The neglect of Modern History is necessitated by the text books in use in this School, which make little or no mention of Mediœval or Modern Europe. Surely it would be more serviceable to a young Bengallee to know about Bonaparte or the real voyage of Columbus than to treasure up a lot of trash about Jason and Medea.

" The supposition is, I believe, that, the boys will learn Modern History in College, and that we ought to begin at the beginning. It need scarcely be observed, however, that, the great majority of the boys will never enter College."

Third Class.

Mr. Campbell says. "I examined and assigned marks to the 3rd Class in Reading, Explanation of Prose and Poetry. Also in Grammar, History and Arithmetic.

" Their reading and Grammar I was tolerably well pleased with. I cannot however say much for their proficiency in the history they have been studying. Only two boys made a really good appearance in this department. In Arithmetic the whole Class particularly excelled and I consider both teacher and taught deserve great credit. "

Mr. Bellew observes—

"I examined this Class in only one subject, Geography, some of the first boys good proficiency, and only a few were deficient."

* * * * *

Baboo Prankishen Roy, who examined all the Classes in Bengallee, says—

"I have great pleasure to remark, that, I am perfectly satisfied with the answers (both oral and in writing) of the students. The Masters have evidently taken great pains with them. The discipline in all the Classes is very commendable."

The committee have again the pleasure of recording that the conduct and industry of the masters have given them satisfaction. The new head master, Baboo Ooma Churn Dass has displayed much zeal during the few months he has been here, and the committee have every reason to hope that he will prove a worthy successor to Baboo Bhugwan Chunder Bose, of whose services they have all along entertained such a high opinion.

* * * * *

Hand writing.

Considerable improvement has been made by the students in this important branch. A great many of the boys now write exceedingly well.

# BOGRAH SCHOOL.

SECRETARY—A. J. JACKSON, ESQ.

HEAD MASTER—BABOO UGHORE CHUNDER MOOKERJEE.

THE gentlemen composing the Committee have met 7 times during the past year. Owing to the small number of persons available, it is difficult at times to form a Committee at all.

The attendance has improved during the latter part of the year, and the number of boys has also increased.

The Head Master, Baboo Ughore Chunder Mookerjee is entitled to great praise for the interest he takes in all matters connected with the School, and the ability he displays in the tuition of the Scholars.

* * * *

Two boys of the first class, out of five who went up for examination, obtained junior Scholarships. These are the first obtained by any boy from this School since its institution in 1853.

The boys of the 2nd class were examined in their European subjects by the Secretary, who reports as follows :—

"Out of a class of nine boys, seven have appeared for examination."

"In Mathematics they shewed fair proficiency as far as they had progressed, more so in Geometry than in Arithmetic.

"In Literature Radhagobind Roy was the best. The boys seem to be well grounded in their Grammar, but give their answers so completely in the words of the book that it is difficult to say whether they comprehend the meaning of what they read thoroughly. In fact with the exception of one, Sheik Abdoollah, there was no attempt at substituting their own words or of abbreviating the text where necessary.

"In History, Radhagobind was again the best, as might be expected from his superior knowledge of the language in which the text book is written. The performance of the whole class was satisfactory.

"In Geography there has been a great improvement during the year, and the boys have now some idea of the relative position of places, as was shewn by the Maps they drew of Europe from memory.

In Grammar the result was very good, all the boys did well, Radhagobind Roy being the best. I have included this subject with the English Literature and therefore do not recommend any prize."

The 3rd class was examined by Mr. Lingham, who reports as follows :

"The 3rd class, of which ten boys were present, was examined by me in History, Geography, Grammar, Arithmetic and Literature, and the boys have, upon the whole, acquitted themselves satisfactorily."

They appear however, to remember with far greater facility than they comprehend what they have read. The written replies to my questions were generally accurate, but in parsing and in pointing out as they read the various parts of speech, they with two or three exceptions failed, and the boy Tarene Sunker Sein, who according to the Teachers Table has maintained on an average the highest place in his class, was completely lost.

* * * *

Baboo Shama Churn Shurma, Deputy Inspector of Schools for this District, examined the whole School in Bengallee, and finds that the Pundit Gobind Persad Roy has taken great pains with the boys, and recommends an increase of his pay.

* * * *

The Masters have generally given satisfaction to the Committee and performed their duties with industry and ability. The fourth Master however went on leave for three Months, and has lost his appointment by not returning within the prescribed time.

# DINAGEPORE SCHOOL.

SECRETARY—F. A. E. DALRYMPLE, ESQ.

HEAD MASTER—BABOO GOOROO CHURN CHATTERJEE.

The estimation in which the School is held by the natives.

FROM the number of Mahomedan boys admitted during the year into this school there is reason to hope that a taste for English Education is spreading itself in that section of the native community.

* * * * *

State of Education in the District.

The Local Officers generally having of late shown an inclination to prefer candidates for vacancies with some sort of education to mere illiterate men of routine, a demand for education has arisen in the district which may do much for the rising generation.

The annual examinations commenced on the 25th of April 1859. They were conducted by the members of the Committee Messrs. Elphinstone, Dalrymple, Reily, Amesbury, Clementson and Baboo Bejoy Chunder Chuckerbutty. The following is an abstract of the result of the examinations of the several Classes.

Mr. Clementson examined the First and Second Classes. He writes to the Head Master—

"It is with pleasure that I announce my satisfaction with the manner in which the boys both of the First and Second Classes have replied to the questions I proposed to them."

* * * *

Babu Bejoy Chunder Chuckerbutty examined the School in Bengallee. He expressed his satisfaction with the progress made by the boys in their studies in the Vernacular.

# SIBSAUGOR SCHOOL.

## FROM THE REPORT OF THE HEAD MASTER, MR. LIONEL INGELS.

In consequence of Captain Holroyd's unavoidable absence from the station on public service and the Rev. Mr. Witting's inability from a press of Missionary labors, and from the circumstance of there being no other party in the Station who might be solicited to assist, I felt it to be my duty to undertake in conjunction with Mr. Sub-Assistant J. Thornton, the annual examination of the classes.

Mr. Thornton reports :—

"I examined the boys of the first class of the Government School at this Station yesterday for 3 hours in the following books *viz.* Goldsmith's Citizen of the world, Marshman's brief survey of history, and Macaulay's Lays of Ancient Rome.

"In the first book, their reading was correct and their pronunciation good; in the next they showed a pretty good acquaintance with the principal events of Ancient History; and in the last, they recited from memory with creditable accuracy the whole of the stanzas commemorating the brave defence of Horatius at the Sublician bridge against the whole Etruscan army under Porsena.

"To day I have again examined the boys for upwards of 3 hours in Arithmetic, Grammar and Geography, and found them well grounded in the two first. In Geography they have not advanced far.

"Of the 3 boys forming the first class, Gunga Gobind Shormah seems to me to be the most proficient. The other two are very nearly alike. The progress made in their studies shows the diligence and devotion with which the Head Master Mr, Ingels has performed his duties."

The Head Master examined the second, third and fourth classes; he reports :—

"The state of these classes both individually and collectively are, I am sorry to observe, far short of what they ought to be, and there is a long interval between the 2nd and the 1st class examined by Mr. Thornton; but their

teacher, Baboo Permanundo Dutt, has, I believe, done his best. I should perhaps be wanting in my duty where I not to state that more and efficient teachers are absolutely required to advance the interests of the institution. Indeed I am fully persuaded that if this want and that of materials, &c. were removed, the school would speedily be filled with boys, and the institution would in 4 or 5 years compete with the first class educational establishments in Bengal.

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# GOWHATTY SCHOOL.

SECRETARY—CAPTAIN E. P. LLOYD.

HEAD MASTER—MR. J. R. D. CAMERON.

THERE are this year 69 pupils in the English and 159 boys in the Bengallee Departments of this School ; the former shewing an increase of 9 boys and the latter of 0 over last year.

* * * * * *

Estimation in which the School is held by the Natives.

As has been shewn, there is an increase of boys in the English Department (9), but in the Bengallee, there is no increase, the number being exactly the same as last year. There are a great many boys in these Departments of highly respectable families, and a great number of Mahomedans, these facts are sufficient to shew that the Natives appreciate the advantages of a good Education, and that the school is popular with them.

The Mofussil Schools.

The general state of Education in the district remains much the same as at the period of the last report, there is certainly no diminution in the desire of the people to avail themselves of the facilities offered them for obtaining instruction, but, on the contrary, in some localities a marked wish has shewn itself in favor of popular instruction, so that the spread of Education may be looked forward to with confidence.

The Annual Examinations commenced on the 27th April 1859.—They were conducted by the Revd. R. Bland, Chaplain of Gowhatty ; Dr. J. Allan, F. R. C. S., Civil Surgeon ; Mr. W. Robinson, Inspector of Schools ; Baboo Deobur Bordoloy, Principal Sudder Ameen; and Baboo Gungaram, Sudder Ameen.

The Senior Class was examined by the Revd. R. Bland, and his report is as follows :—

"I found the full number of 8 boys present, and examined them in the "presence of the Assistant Master Junmejoye Doss, in Reading, Grammar, "Geography, Dictation, Object Lessons, and Arithmetic. I think that "Grammar is the subject in which they are weakest. Their reading and "writing are very satisfactory. The first boy, Fyaz Mahomed Hossein, is "very ready from Dictation. In Arithmetic, the 2nd boy, Thanessar Ghogoye, "surpasses the rest of the class, and the 8th boy also Kamykhya Mitter, a "younger boy, deserves to be favorably mentioned. I was much pleased "with their general intelligence and good behaviour."

Mr. W. Robinson examined this class in Bengalee and he reports :—

"I examined this class in Bengallee, and am happy to report that the result "was most creditable both to them and their teacher."

The Junior Classes, English Department, were examined by Dr. J. Allan and Mr. W. Robinson ; the former states that—

"This class numbered 16 boys present, its proper number was 17, but one "boy was absent owing to sickness. I was much pleased with the great "progress made in reading by the whole of this class, and considering the "limited period of their instruction, only 2 years, great credit, I consider, is "due to their English Master ; I doubt much if the same progress could "be shewn in a school in England in the same short time.

"In explanation the generality of answers to the qestions put were satis-"factory, and most of the boys answered as if they fully understood the sub-"ject of the lesson they had been reading.

"In Dictation, equally satisfactory progress was noted, in nearly all, the "writing was clear and legible, and the spelling generally correct.

"I was unable to examine this class in Grammar, Spelling, or Arithmetic, "owing to being called away on professional duty, and accordingly was "obliged to ask Mr. Robinson, the Inspector of Schools, to finish the "examination; from his report I am able to judge that in these latter "branches of study the pupils shewed an equal amount of progress."

Mr. Robinson's report on this Class.

"This Class was examined by me in Spelling, Grammar, and Arithmetic and in the Vernacular; the result was very satisfactory, and much better than I could have expected from boys of the 2nd year Class. The 2nd Master, "Baboo Junmejoy Doss, has done his duty towards this Class, and the boys "reflect great credit on him.

## Mr. Robinson's Report.

"Section A.—The Master of this Class deserves credit for the manner in which he has taught the boys to read both in English and in Bengallee, but more attention ought to be paid to explaining to the boys the meaning of their "lessons, and to teaching them to translate. They can give the meanings of "words separately, but do not seem to comprehend the meanings of sentences. "On the whole, however, the progress of this class has been very good.

Junior Class English Department.

"Section B.—I am very well satisfied with the progress they have made.

"Section C.—The first four boys of this Section have passed a satisfactory "examination both in reading and writing, but more attention should be "paid to teaching them the meaning of what they read.

"Section D.—The boys of this Section are mere beginners, but have done "very well for the short time they have been under tuition.

"The Principal Sudder Ameen and Sudder Ameen have reported very favorably of the progress made in this Department, and express great satisfaction with the ability with which Obhoy Churn 1st Class Pundit has conducted his duties."

Bengallee Department.

From the above reports it will be observed that the conduct of the Head Master, and his subordinates, has been marked by a zealous discharge of the duties of their respective situations.

# DARJEELING SCHOOL.

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## FROM THE REPORT OF THE SUPERINTENDENT OF DARJEELING—DR. A. CAMPBELL.

### HEAD MASTER—MAHOMED HASHEM.

I HAVE the honor to report that I held the annual examination of the Government School on the 23rd Instant.

I was accompanied by the Revd. H. Fisher, the Chaplain of the Station.

There were 34 boys present. The first English class was composed of 5 boys, the second of 6 boys, and the third of 7 boys.

Mr. Fisher, who has had a good deal of observation of Native boys studying English, was much pleased with the pronunciation of the boys generally, and I also think it was very good. The general progress of the lads who have attended during the year was respectable in English reading, and Spelling, also Writing and Arithmetic.

There were 16 boys in the Vernacular, learning Oordoo, Hindi and Bengallee, *viz.* 8, 6 and 2. They also did very fairly.

Upon the whole the state of the School is creditable to the Master Mahomed Hashem.

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# HOOGHLY NORMAL SCHOOL.

[FROM THE REPORT OF THE SUPERINTENDENT OF THE SCHOOL, BABOO BHOODEB MOOKERJEE TO THE INSPECTOR OF SCHOOLS, SOUTH BENGAL]

In submitting the accompanying Statistical Return of the Hooghly Normal School for the year ending 30th April last, I beg to avail myself of this opportunity to lay before you a short narrative of the most important changes in the institution during the year under notice.

The system of instruction by means of lectures, which had been almost exclusively pursued in previous years, was from the beginning found inadequate to impart sound knowledge, when the pupils could not subsequently refer to books or where they did not possess some previous information from other sources. This defect was felt in its full force where the subject of instruction was such as to preclude illustration by pictures and objects, and in which no *direct* reference could be made to familiar facts. Such a subject is Elementary History. A plain narrative of facts is most easily learnt from reading it in books with a Teacher. Accordingly the lecturing system has been discontinued in teaching History. The pupils have read from manuscript works short accounts of England, India, Greece and Rome, and of the more early nations of antiquity. Natural Philosophy, however, still continues to be taught from lectures, and the pupils have now the means to refer to published works as well as manuscripts on the subject. Their progress in this branch of study is not much inferior to what it was in previous years. In Mathematics the progress of the highest Class is up to the 4th Book of Euclid and Algebra to quadratic equations.

The Normal School course having now become lengthened to three years, it has been judged proper to introduce the study of Sanscrit in the first and second Classes. Books in literature proper are still so few in Bengali that grown-up pupils like those of the Normal School can

easily go through all the best of them within the course of a year. Besides, a knowledge of the Sanscrit is absolutely necessary, for those who as Pundits ought to possess a critical knowledge of the language.

The model School continues to be well attended, although the rate of Schooling fees levied there has been raised from one to four annas per month. This School is taught almost entirely by the Normal pupils who take their turns in teaching at different hours of the day. The first Class boys have now made sufficient progress to compete for Vernacular Scholarships at the next examination.

In the instructive staff of the Normal School some changes have occurrred in the course of the year by the resignation of David the assistant Teacher and the appointment of Kallee Prosono Bhuttacharjee as second Pundit on 25 Rupees, and of Indrocoomar Chatterjee at the model School on 15 Rupees per month. The pay of *both* these officers is partly drawn from the fees paid by the pupils at the Model school. The salary of the first Pundit Ramgoty Nyarutno has been increased from 50 Rupees, the amount *originally* sanctioned for his post, to 60 Rupees.

Prizes were distributed to the Normal pupils, for the first time since the foundation of the School, during this year. The officiating Inspector presided on the occasion, and in his address to the pupils after expressing his satisfaction at their progress he promised to reward the two best pupils of the next year with two silver Medals.

The Boarders at the Normal School are at present seventy. It could be wished that an allowance was sanctioned for the accommodation of a still larger number, as nothing seems more conducive to the physical, moral, intellectual improvement of the pupils than the discipline to which they are subjected when residing within the School compound. This will be apparent from the fact that the Boarders assisted by their Teachers rear their common culinary vegetables for the most part by the labor of their own hands. Strict watch is also kept over the conduct of the pupils by the two Teachers who reside at the School, and to whom my thanks are due for the assistance they so readily offer to the pupils out of school hours.

# DACCA NORMAL SCHOOL.

[FROM THE REPORT OF THE SUPERINTENDENT OF THE SCHOOL, MR. S. C. ARATOON, TO THE INSPECTOR OF SCHOOLS, EAST BENGAL.]

WITH reference to the conduct of the boys in the past year, I have every reason to be satisfied with them. One or two cases of immorality occurred, and though the fault was committed at home, I thought it incumbent on me to remove those boys at once. The common fault of boys of the lower grades of society, *viz.* making use of unbecoming language has in a great measure ceased. Another and as pernicious a vice that of dishonesty, has, I may say, disappeared altogether; and the disgusting habit of ill-educated children copying from the slates of their neighbours has, I am happy to say, quitted every class of the School. With reference to their regularity of attendance, I regret I cannot speak favourably; the average daily absence for the past year has been about 20 per cent. of the total on the rolls; this unfavourable aspect of affairs may mainly be attributed to the want of interest of the pupils in their lessons; the attendance of boys in classes with good teachers is always good. Our attention, therefore, is directed now to this defect.

With regard to the progress of the boys in their studies, I am glad to state that they have all done well, but still there is a material difference between the common standard of English Schools and ours. I trust to see this difference vanish altogether by the arrangements we have made in giving encouragement to industrious pupils, and pupil teachers, and by revising the course of studies. The teachers one and all have invariably given me their best assistance in the affairs of the School, but especially my assistant, Baboo Obhoy Churn Roy, Since the opening of the institution he has not been absent a single day;

the energy and intelligence which he always brings with him in matters of moment, and the frankness and straightforwardness which characterise him in the commonest transactions, render him a most valuable aid to the Superintendent, both as a colleague or it may be even as his locum tenens. During my absence from the Normal School, on the occasion of my proceeding to Calcutta to pass my examination, he conducted the School to my entire satisfaction; not a single duty was omitted while several new plans and arrangements for the progress or convenience of the boys were carried into effect by him. I shall have to speak of him further in this report.

In regard to the supply of teachers, I beg to append the following list of Scholars sent out as Pundits :—

| Grade. | Names. | Date of leaving. | Capabilities. | Station. | Zillah. | Salary. |
|---|---|---|---|---|---|---|
| | | | | | | Rs. |
| 1st Grade. | Mohanundo Sen, ... .. | 5th May, 1858. | Middling, | Dhamry, ... | Dacca, | 15 |
| ,, | Goluck Gooho, ... ..... | 17th June, ,, | ,, ... | Racheta, ... | ,, | 15 |
| ,, | Juggernauth Sircar, ... ... | 16th July, ,, | Good, ... | Kookotra, ... | ,, | 12 |
| ,, | Gobind Bannerjee, No. 2, | 19th ,, ,, | Middling, | Joinsha, ... | ,, | 15 |
| ,, | Gobind Bonic, ... ... ... | 6th ,, ,, | ,, ... | Nersia, ... | ,, | 15 |
| ,, | Rajmohun Doss, ... ..... | 30th Nov. ,, | Good, ... | Meerpore, ... | ,, | 15 |
| ,, | Nobocoomar Bhuttacharjea, | 27th Dec. ,, | ,, .. | Koosoomhatty | ,, | 15 |
| ,, | Hurrish Mozoomdar,... ... | 27th ,, ,, | ,, ... | Betka, ... | ,, | 15 |
| ,, | Bidyadhur Doss, ... ... | 27th March, 1859. | Very Good, | Model school, | ,, | 15 |
| ,, | Deen Dyal Paul, ... ..... | 1st ,, ,, | Good, ... | Doobdhara,... | ,, | 15 |
| ,, | Probha Chunder Bannerjee, | 11th ,, ,, | ,, ... | Tollehandpore | ,, | 15 |
| ,, | Mohanundo Bose,... ..... | 23rd ,, ,, | Middling, | Hashea, ... | ,, | 12 |
| ,, | Jugget Chuckerbutty, ... | 5th ,, ,, | ,, ... | Ameenpore, .. | ,, | 15 |
| ,, | Pearymohun Bhuttacharjea, | 13th June, 1858. | Very Good, | Sulkea, ... | Jessore, | 20 |
| ,, | Gobind Prosad Roy,... ... | 6th July, ,, | ,, ... | Bogra, ... | Bogra, | 20 |
| ,, | Obhoy Churn Chuckerbutty, | 6th August, ,, | ,, ... | Gowhatty, ... | Assam, | 30 |
| ,, | Shoshee Bhoosun Sen, ... | 6th Dec., ,, | Good, ... | Rajnugger, ... | Burrisaul, | 15 |
| ,, | Doorga Gote Sen, ..... | 4th March, 1859, | ,, ... | ,, ... | ,, | 15 |

Total 18 Scholars, sent out during the last year. It will be observed that the majority of these Scholars have been sent to Schools in the Dacca Zillah. I am not at present aware of the cause of this, but it appears to me that the influence of the Training School has been limited only to the Dacca division with a few exceptions. The Scholars sent out this year have, as a matter of course, been quite superior to those sent out last year. The next year's set will, I trust, be still more efficient. They have, one and all, had charge of classes in the Model School; they have been regularly brought up as teachers and are well acquainted with the method of drawing up the School registers, abstracts, and quarterly returns. With reference to their attainments in the Vernacular I am happy to state they are much above the common run of Pundits in Calcutta.

* * * * *

Increase of Pupils.

It is a subject of congratulation to the institution that it has earned the confidence of the natives of Dacca and the surrounding districts. It will be observed from the accompanying statement how the number of pupils has increased up to 400, notwithstanding the strictness of our rules on the subject of attendance.

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# Appendix B.

## 1.—Circulars, &c., issued by the Director of Public Instruction.

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[*Communicated to the Principals of Colleges.*]

Nos. 1163 to 1170.

*Dated 5th May* 1858.

*  *  *  *  *

2. In these cases instead of sending bills from different tradesmen at different times and for small portions of Indents, one bill for the entire Indent should, if possible, be submitted, or where this is not possible, it should always be explained whether the unsupplied portion of the Indent is to be considered as cancelled, or whether a further bill is to be subsequently submitted.

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[*Communicated to the Inspectors of Schools for their information*]

No. 1258.

To

The INSPECTOR of SCHOOLS in _____

*Dated 15th May* 1858.

Sir,—In reply to your letter No. — dated —I have the honor to say that I agree with you in thinking that certificates of proficiency should no longer be given to lads of the 2nd Class of Zillah Schools. To grant such certificates would be inconsistent with the Rules forwarded with my letter of the 3rd September last, which must be considered as superseding all former Rules on the subject.

[*Addressed to the Inspectors of Schools.*]

Nos. 1274 to 1278.

*Dated* 18*th May* 1858.

SIR,—With reference to this Office Circular No. — dated 28th of August last, and to the replies to the same received from the several Inspectors, I have the honor to request that you will furnish the Civil Auditor, with a Return month by month of the appointment, dismissal, or absence on leave of Teachers in Grant-in-aid Schools who may receive salaries of Rs. (10) or upwards any part of which is paid by Government, and who may in consequence desire to possess a claim to pension.

2. Perhaps the Form here given will answer the purpose sufficiently well.

| Name of Teacher. | Name of his Father. | To what School attached and in what capacity. | Whether appointed, dismissed or on leave with date or dates. | Entire Salary. | Portion debitable against Government Grant with date of Govt. Order. | REMARKS. |
|---|---|---|---|---|---|---|
| | | | | | | |

3. You will understand, and will be so good, as to give those concerned to understand that unless correct returns as above are regularly supplied to the Civil Auditor, claims to pension cannot be correctly registered, and will not therefore be recognized by the Audit Office or by Government.

4. I take this opportunity of appending a Form of Grant-in-aid Bill of which the Civil Auditor has expressed his approval and which is designed to aid in securing due com-

pliance with the Honorable Court's orders in regard to pensions and to the appropriation of Grants to specific objects. You are requested to make use of this form of Bill. should you see no particular objection to it.

Bill for the Grant-in-aid to the _____

School at _____ in zillah _____

for the month of _____ 18

*The Hon'ble East India Company,* ..... ..... DR.

| Specific objects of Grants. | Entire sum due. | | | Portion payable from Govt Grant | | |
|---|---|---|---|---|---|---|
| | Rs. | A. | P. | Rs. | A. | P. |
| To Salary of _____ _____ Master from the _____ to the _____ at Rupees, _____ Month. ____ | 0 | 0 | 0 | 0 | 0 | 0 |
| To Salary of _____ _____ | 0 | 0 | 0 | 0 | 0 | 0 |
| Total payable by Government Rs., | | | | | | |

See orders of Government of Bengal No. ____ dated ____ 18

*The* _____ 18

E. E.

_____
_____
_____
*Managers.*

Countersigned
A. B.
*Inspector of Schools.*

The Audited bill to be sent to _____
at _____
Zillah _____

And the Bill to be payable at the _____ Treasury.

[*Addressed to the Inspectors of Schools.*]

Nos. 1311 to 1316.

*Dated 29th May* 1858.

SIR.—I have the honor to forward herewith for your information and guidance copy of orders of the Supreme Government, No. 1159 of the 7th Instant, declining, (in reply to an application from the Lieutenant Governor on the subject,) to allow the Grant-in-aid Rules to be abrogated or relaxed in favor of Female Schools.

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No. 1159.

FROM

C. BEADON, ESQUIRE,
*Secy. to the Govt. of India,*

To

C. T. BUCKLAND, ESQUIRE,
*Junior Secy. to the Govt. of Bengal,*

*Home Dept.*
*Education.*

*Dated the 7th May* 1858.

SIR,—I am directed to acknowledge receipt of your letter, No. 695, dated the 13th Ultimo, proposing that Government should bear the whole of the expense of Female Schools, upon condition that the people provide some kind of a school house, and that at least 20 girls attend at each school.

2. The Hon'ble the President in Council is unwilling to allow of the abrogation of the Grant-in-aid Rules in favour of Female Schools. His Honor in Council thinks that unless Female Schools are really and materially supported by voluntary aid, they had better not be established at all, and

indeed that the voluntary aid of the neighbourhood is by far the most important element of success.

3. The present proposition cannot therefore be entertained.

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[*Addressed to the Inspectors of Schools.*]

Nos. 1349 to 1352.

*Dated 1st June* 1858.

SIR,—With reference to my Circular No. — dated 30th November 1857, and to the replies received to the same from the several Inspectors, I have the honor to forward for your information copy of my letter to Government No. 731, dated 17th of March last. The proposition therein contained was favorably regarded by the Lieutenant Governor and the Home Department of the Supreme Government, but was disallowed by the Financial Department.

2. I have now therefore to request that, to such extent as you can do so without interfering with your primary and more important duties, you will be so good as to report in your periodical narratives upon the character and tone of such of the publications issuing from the Native Press as may come under your notice in the course of your duties, or as may appear to you from among those published in your Division, to be of more than ordinary interest or importance.

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[*Circulated to the Authorities of Colleges and Schools.*]

*Extract from a letter No.* 1171, *dated 6th May* 1858, *from the Director of Public Instruction to the Junior Secretary Government of Bengal.*

3. An Officer of this Department who desires to retire on pension is in this position. He was a Head Master for

four and a half years, then a second Master for one and a half years, again a Head Master for three years, subsequently a second Master for nine months, and ultimately a Head Master again for eighteen years. His period of Service as Head Master is thus twenty-five and a half years, but it has been interrupted by two short periods of employment as a second Master. The question is whether these short interruptions should affect his claim to a Head Master's pension.

4. It appears clear to me that as he has served more than twenty-two years as a Head Master, and retires as a Head Master, he is entitled to a Head Master's pension, and that such title cannot be invalidated by the fact that he has *also* served for two short periods as a second Master. The term "continuous service" used in Section 16, and in the Government Resolution of April 25th, 1855, is evidently so used in contradistinction to a break in the period of service *under Government*, and it would consequently have no application to a case like the present.

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No. 3077.

To

C. T. BUCKLAND, Esq.,

*Junior Secy. to the Govt. of Bengal.*

*Financial Department.*

Sir,—I am directed to acknowledge the receipt of your letter No 868 dated the 19th ultimo, with its enclosure, submitting a question whether the claim of a Head Master in the Education Department to a retiring pension of that grade, is invalidated in case of his service as Head Master having been interrupted by his employment for a short interval as a Second Master.

2. In reply I am desired to state, that the Hon'ble the President in Council concurs in opinion with the Director of Public Instruction that a person who has served more than 22 years as a Head Master, and retires as a Head Master, is eligible to a Head Master's pension, and that such title cannot be invalidated by the fact that he has *also* served for two short periods as a Second Master, the term "continuous service" used in the Resolution of 25th April 1855, being in contradistinction to a break in the total period of Government service, and being therefore inapplicable to a case like the one referred.

I have, &c.

(Signed) C. H. LUSHINGTON,
*Secretary to the Government of India.*

COUNCIL CHAMBER,
*The 4th June* 1858.

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[*Addressed to the Inspectors of Schools.*]

Nos. 1377 to 1381.

*Dated 4th June* 1858.

SIR,—I have the honor to request, that you will avail yourself of the opportunity afforded by your Annual Reports, to note what has been or will probably be the effect upon Educational operations and results of the orders * of the Supreme Government declining to comply with the Lieutenant Governor's recommendations for relaxing the stringency of the Grant-in-aid Rules, and also the consequences, actual or probable, of the doubts, delay, and discussion that have taken place during the last year and a half, or two years in connection with the working of the Grant-in-aid system.

See especially Mr. Secretary Beadon's letter No 447, dated 15th January last, and No. 115, dated 7th ultimo.

[*Communicated to the Inspectors of Schools for their information and guidance.*]

No. 1255.

To

THE INSPECTOR OF SCHOOLS IN _____

*Dated* 14*th June* 1858.

SIR,—In reply to your letter No. — dated — I have the honor to say that in the recent orders of the Supreme Govt. in regard to Female Schools, there appears to be nothing to abrogate the previous orders of the Hon'ble Court, exempting those Schools from the Rule under which the levy of a fee is a necessary condition for obtaining a grant from Government. You need not therefore insist on the levy of a fee in any Female School in which it may seem to you inexpedient to do so.

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[*Circulated to the Government and Private Colleges and Schools.*]

No. 7.

*Dated* 15*th June* 1858.

SIR,—With reference to my recent Circulars as to the qualifications for admission to the Government Colleges, and to the replies which have been made to the same, I have the honor to request that the following Rule may be considered in force for the future—

RULE.

No person shall be debarred from entering a Government College on the ground of being too old for admittance; but, except in the Medical College, no Scholarship will be awarded to any Student above the age of 21 nor any medal or Prize to a Student above the age of 23.

2. Candidates for admission to any College for General Education will be required either to have passed the University Entrance Examination or to satisfy the Principal that their attainments are such as to enable them to pursue the same course of study with those who *have* passed that Examination.

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[*Communicated to the Inspectors of Schools for their information and guidance.*]

No. 1605.

To

THE INSPECTOR OF SCHOOLS IN_____

*Dated 2nd July* 1858.

SIR,—I have the honor to acknowledge the receipt of your communication No.—dated——referring for orders an application for College Certificates preferred by certain third year Students transferred to the Presidency College.

2. In reply I have to observe that the intention of the Rules of 10th August last is that certificates are to be granted only to Students who have left College for good, not to those who are merely transferred from one College to another. It will however be proper for you, when sending to the Principal of the Presidency College the Descriptive Roll of these Students, (a document which should of course always be furnished on occasions of such transfers,) to supply that Officer with such information in regard to the conduct, character, &c. of the lads as shall enable *him* to furnish them with the usual certificates on their completing their College career.

[*Addressed to the Principals of the Mofussil Colleges.*]

Nos. 1780 to 1783.

*Dated* 19*th July* 1858.

SIR,—Some doubts having arisen as to whether a College Student who omits to attend or who fails to pass at a Senior Scholarship Examination can compete again at the next Examination. I have the honor to remind you that the Rule now in force on the subject is contained in para 105, of the letter* of the Council of Education dated 10th March 1854 and is as follows : "No Scholarship or Medal should be gained by a Student who has lost a year."

2. It should be understood that in all cases in which there may be doubt or an absence of positive Rule or recognized practice, the spirit of the Rules devised by the Council of Education for the Presidency College should as far as possible be consibered applicable also to the other Government Colleges.

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[*Addressed to the Inspectors of Schools.*]

Nos. 1856 to 1860.

*Dated* 24*th July* 1858.

SIR,—I have the honor to request that in the Statistical Returns furnished by you to this Office, you will be so good as to insert between Columns 25 and 26 two new Columns, shewing the dates on which visits of inspection were paid to the several *Grant-in-aid Schools* during the year or half

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* Printed in No. 14 of Government Selections.

year, by the Inspector and Deputy Inspectors respectively, thus :

| 26 | 27 | 28 |
|---|---|---|
| Dates on which School was visited. | | |
| By Inspector. | By Deputy Inspectors | Remarks. |

2. I shall feel obliged by your inserting these Columns and this information if possible in there turns now due for the year 1857-8 as well as in those for future years and half years.

3. There will of course be no objection to your inserting the like information in regard to Government Schools also if you can do so without inconvenience, but it is more especially required with respect to private Institutions receiving grants.

4. I take this opportunity of forwarding for your information extract (para. 38) of a Despatch from the Court of Directors, dated 29th of July last on the subject of the careful supervision to be exercised over Schools of the latter kind.

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*Extract from a despatch from the Honorable the Court of Directors in the Public Department.*

No. 104 of 187.

*Dated 29th July* 1857.

" We rely on due care being taken that all the conditions on which Government assistance is afforded to Anglo-Verna-

cular, and to Vernacular Schools, are strictly enforced. From the extent to which the system of grant-in-aid has now been applied to these classes of schools, it is necessary that they be subjected to close and careful inspection, and it is no less essential that the subordinate Agents in the work shall be strictly trustworthy. In this view any such instance of unfaithfulness as was reported in the letter of Mr. Pratt, of the 15th December 1855, in which case a Sub-Inspector had made a wilfully false report with regard to the site of some intended schools at Santipore, should be severely punished."

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[*Communicated to the Inspectors of Schools for their information and guidance.*]

No. 2168.

To

THE INSPECTOR OF SCHOOLS _____

*Dated 23rd August* 1858.

SIR,—In acknowledging your letter No. — dated — I have the honor to remark that the only part of it which is unsatisfactory is the last paragraph. It is in my opinion no justification for our allowing excess expenditure in one School that there is a saving in others. Every School should live within its means, and whenever the expenditure of any School in your Division may habitually and in the long run exceed its income you should undoubtedly either put a stop to the irregularity or report the matter to this Office.

[*Circulated generally to the Colleges and Schools.*]

## RULES FOR THE GRANT OF LEAVE TO HOLDERS OF GOVERNMENT SCHOLARSHIPS.

1. Such leave of absence as may appear really necessary on account of certified Sickness or urgent private affairs will be granted to Scholarship holders at the discretion of the Principal of the College, without reference to higher authority.

2. In case of absence on Sick Certificate or urgent private affairs, one half the stipend will be deducted for the period of absence.

3. Absence without leave for a short period, if afterwards satisfactorily explained, involves deduction of the entire stipend for the period of such absence.

4. Prolonged absence without leave, like any other grave misconduct or unsatisfactory progress in his studies, renders the holder liable to the forfeiture of his Scholarship altogether.

5. In the temporary absence of a Scholarship holder, his stipend should not be drawn in the College Bills, or paid to any substitute.

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[*Communicated to the Inspectors of Schools for their information and guidance.*]

No. 1430.

FROM C. T. BUCKLAND, ESQ.,
*Junior Secretary to the Government of Bengal,*

TO THE DIRECTOR OF PUBLIC INSTRUCTION.

*Fort William, the 2nd September* 1858.

SIR,—I am directed to acknowledge the receipt of your letter No. 2119, dated the 18th ultimo, with its enclosure,

and in reply to inform you that the Lieutenant-Governor approves of the rule proposed by you, viz., that the minimum distance between two Vernacular or Anglo-Vernacular Schools shall be fixed, until further orders, at six miles instead of ten.

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No. 2536 to 2580.

[*Circulated to the Authorities of Colleges and Schools generally with an intimation that the Junior Scholarship Test of Examination will as before be the same as that for Entrance to the Calcutta University.*]

## CALCUTTA UNIVERSITY.

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SUBJECTS for the Entrance Examination to be held in December 1859.

### I.—LANGUAGES.

*English.**

Thomson—Winter.
Heber—Passage of the Red Sea.
Johnson—Rasselas.
Herschel—Natural Philosophy, Part 1st, 3rd Chapter.
Paley—Natural Theology, Chapter XII. (last Edition.)
Todd—Student's Guide, Chapter 1st.

*Greek.*

Homer—Iliad, Books IV. and V.
Xenophon—Memorabilia, Books I and II.

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* These Selections contained in a single Volume may be had at the British Library, Calcutta, for one Rupee a copy.

*Latin.*

Cæsar—From the beginning of the 20th Chapter of Book IV. to the end of Book V.

Virgil—Æuied, Book VI.

*Hebrew.*

Book of Genesis.

*Arabic.*

Alif Laila.

Nafhat al Yaman.

*Persian.*

Gulistan.

Bostan.

*Sanscrit.*

Raghuvansa.

Kumar Sumbhava.

*Bengali.*

Jibun Churitra—Lives of Duval, Grotius and Herschel

Telemachus—Books I, II, and III.

Sakoontola—4th, 5th, 6th and 7th Chapters.

Mahabharat—Pages 131 to 142 of the 1st Volume.

*Hindi.*

The Ramayun.

*Urdu.*

Bagh-o-Bahar.

Gul-i-bakawali.

*Oorya.*

Bishnu Surma's Hitopodesh.

*Burmese.*

The Thoodhamma Tsarie.

The Dhomma Pada.

The Papers in each Language will include Questions on Grammar and Idiom.

Easy Sentences in each of the Languages in which the Candidate is examined will be given for translation into the other Language.

## II.—History and Geography.

The Outlines of General History as contained in the 1st Volume of Marshman's Brief Survey, and the Outlines of Indian History as contained in Murray's History of India to the end of the year 1815.

A general knowledge of Geography, and a more detailed knowledge of the Geography of India.

## III.—Mathematics.

Arithmetic and Algebra.
The ordinary Rules of Arithmetic.
Vulgar and Decimal Fractions.
Extraction of the Square Root.
Addition, Subtraction, Multiplication, and Division of Algebraical Quantities.
Proportion.
Simple Equations.

## Geometry.

The First three Books of Euclid with such easy deductions and applications as arise directly out of those Books.

In Branches II. and III., answers may be given either in English or in any other of the Languages in which the Candidate may elect to be examined.

By Order of the Vice-Chancellor,

H. SCOTT SMITH, *B. A.*,
*Registrar.*

Calcutta University,
*The 25th September* 1858.

[*Circulated to the Authorities of Colleges and Schools generally for their information and guidance.*]

*Extract from the Proceedings of the Hon'ble the President of the Council of India in Council in the Financial Department, No. 5674, dated the 28th September 1858.*

READ again the following papers relative to the grant of casual leave to Uncovenanted Servants :—

Endorsement from the Home Department, No. 795, dated 21st May 1857, with enclosures.

Financial Resolution, No. 2520, dated 12th June 1857.

Endorsement from the Home Department, No. 544, dated 5th March 1858.

Financial Resolution No. 1558, dated 19th March 1858.

READ an Endorsement from the Home Department, No. 1762, dated 10th July last, forwarding for consideration and orders a letter from the Secretary to the Government of Bombay, No. 1543, dated 26th June last, with enclosures, on the above subject.

READ another Endorsement from the same Department, No. 2281, dated 4th instant, forwarding for consideration and orders a letter from the Government of Fort St. George, on the same subject.

OBSERVATION.—Under the existing Rules and Orders passed by this Government, all Uncovenanted Servants are eligible to the following descriptions of leave of absence :—

1.—Privilege Leave for one month in every calendar year, allowable, under Section VII of the Uncovenanted Service Absentee Rules, in two instalments, with an interval of six months between them.

2.—Sick Leave, under Section V, to the limit of three years, of which for one year on half pay and for the remainder on one-third.

3.—Leave on Private Affairs, on half pay, under Section VIII, for six months, to be taken in one period only. A second leave cannot be taken before the expiration of six years from the date of return from the first leave.

4.—Furlough on Private Affairs, under Section IX, for 12 months without Pay, but retaining appointment.

5.—Casual Sick Leave, to the limit of 15 days in every calendar year, on full pay, under Financial Resolution of 19th March 1858.

2. On the 24th November last, the Government of Bombay ruled that in addition to the above descriptions of leave Uncovenanted Servants may be allowed casual-leave on private affairs for short periods; but this Government remarked, on the 30th April 1858, that no such leave as "Casual leave on private affairs" had ever been sanctioned by the Government of India, and that the order of the Government of Bombay allowing such leave should be cancelled.

3. Referring to this remark, the Government of Bombay now points out the inconvenience to which Uncovenanted Servants drawing 100 Rs. a month and upwards, to whom the letter of the Rules is strictly applicable, will be subjected.

The Government states,—"Any Servant of this class who may require leave of absence for a day, on urgent private affairs, (as for a death in his family, or the dangerous illness of a relative, or for the performance of some religious rite) must, under the decision now announced, take his day's leave either under Section VII of the Absentee Rules, in which case he will not be able to take another day's leave on private affairs until the lapse of 6 months from his return to duty; or under Section VIII, in which case he will be precluded for the following 6 years from taking another day's leave of the same description."

4. In submitting these difficulties for the consideration of the Government of India, the Bombay Government also solicits attention to the fact that a much smaller number of holidays is allowed in the Bombay Presidency than elsewhere.

5. The Madras Government makes a similar enquiry to that of Bombay, as to the manner in which absence caused by the sickness or death of relatives, funeral and other ceremonies, &c., is to be dealt with, there being no provision in the existing rules and orders to meet such cases.

Resolution.—On the question of Holidays urged by the Government of Bombay, the President in Council remarks that this point has no connection with the question of leave, seeing that all Servants may be absent on Holidays without any leave at all, and the Government of India has not interfered with the Bombay Government in fixing what Holidays it thinks proper.

2. In respect to casual leave, His Honor in Council directs, after a careful consideration of the difficulties and inconvenience which an attempt to regulate such leave by general Rules is apt to produce, that the Financial Resolution of 19th March 1858, which limits the grant of casual leave to 15 days in every calendar year, be cancelled; and that it be left to the Heads of Offices, subject to the orders of their own Government, to grant at their discretion casual leave of absence from Office, in case of sickness, death of near relatives, &c., on condition that the Local Government shall see that the discretionary power to be placed in the Heads of Offices is not abused.

3. Such casual absences from Office should not be reported to the Civil Auditor, but they should be systematically entered in a Book to be kept in each Office, and when an application for privilege leave may be received, the leave should

be granted or refused with some reference to the entries in the Book. Reports, however, should be made, as at present, to the Civil Auditor in respect to the other descriptions of leave mentioned in the first part of this Resolution.

4. His Honor in Council further directs that so much of the Resolution of 30th April 1858, No. 2585, as refers to casual leave, be also cancelled, and that the Civil Auditors be called upon to report as to the extent to which the Establishment allowed them on the date specified in the margin, for the purpose of checking the entries in the Statements of leave of absence, will admit of reduction.

Establishment of 150 Rs. per mensem, allowed to the Civil Auditor, Fort William, on the 8th April 1858, No. 1821.

Ditto of 120 Rs. per mensem, allowed to the Madras Civil Auditor on the 13th August 1858, No. 4392.

ORDER.—Ordered that a copy of the foregoing Resolution be sent to the Home Department for communication to the Governments of Madras and Bombay, and that the original papers received therefrom, be returned.

Ordered also that a copy of the Resolution be forwarded to the Departments,* Governments† and Officers‡ noted in the margin, for information and guidance.

* Foreign, Military, and Public Works Departments

† Bengal, N. W. Provinces, and Straits Settlements.

‡ Chief Commissioner, Punjab, Accountant-General to the Government of India, Mint Committee, Calcutta, Sub-Treasurer & Civil Auditor, Fort William, & Secretary Government Savings Bank.

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[*Communicated to the Inspectors of Schools for their information and guidance.*]

No. 2682.

To

THE SECRETARY L. C. P. I. _____

*Dated* 29*th October* 1858.

SIR,—In reply to your letter No. — dated — I have the honor to state that the School has undoubtedly been closed

for a longer period than is authorized by the Rules, and I would accordingly request the favor of your taking the step referred to at the conclusion of your letter.

2. It appears from your 2nd para. that the prize distribution holiday, not having been taken at the time when it might have been taken, has now been added to the Dussurah Vacation. This I would observe is an irregularity which should not be allowed to occur again. Vacations must either be taken at the prescribed period or not at all. And under no circumstances can they be kept in reserve and added together to suit the convenience of the Masters or boys.

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[*Addressed to the Principals of Colleges and Inspectors of Schools.*]

Nos. 2718 to 2729.

*Dated 3rd November* 1858.

SIR,—I have the honor to request that, in making nominations or appointments to Teacherships under your control, you will be so good as to bear in mind that it is not the wish of the Lieutenant Governor that one set of Teachers should be constantly employed in Mofussil Schools, while others are kept for lengthened periods in or near the Presidency. On the contrary, it is for many reasons desirable, as a general rule, that Teachers who have served for some years in and about Calcutta should look for promotion to Schools in the Mofussil; and, on the other hand that Mofussil Teachers should, when it can be done without inconvenience, be selected for vacancies in or near Calcutta.

2. In like manner it is desirable that Teachers who have been for some time attached to a College, (under

European influence and superintendence) should on promotion be transferred to a Zillah School and *vice versâ.*

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[*Communicated to the Inspectors of Schools for their information.*]

No. 2772.

To

THE OFFG. INSPECTOR OF SCHOOLS _____

*Dated* 11*th November* 1858.

SIR,—Having laid before the Lieutenant Governor your letter No. — dated — I am authorized to inform you that His Honor cannot approve of the sum sanctioned for rewards to the Teachers and Pupils of Indigenous Schools, being expended upon Schools that have been brought under the Grant-in-aid system.

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[*Communicated to the Inspectors of Schools for their information and guidance.*]

No. 2935.

To

THE OFFG. INSPECTOR OF SCHOOLS _____

*Dated* 26*th November* 1858.

SIR,—In reply to your letter No. — dated —— in which you request to be furnished with authoritative orders on the subject of travelling allowance to Ministerial Officers, I have the honor to forward for your information copy of a communication from the Civil Auditor, dated 22nd Instant.

2. You will observe from this that it is only when your subordinates are required to travel by Dawk that they are entitled to a mileage allowance of 4 annas. When travelling in any other way, however, should their actual and necessary travelling charges exceed the ordinary travelling allowance of $\frac{3}{10}$ salary, I am willing as you are aware, to pass bills for such actual excess, or to sanction such charges for boat hire, &c., being incurred on account of your Office as may enable the clerks to be relieved of some portion of the expense of travelling which would otherwise fall heavily upon them and be with difficulty defrayed from the allowance of $\frac{3}{10}$ salary.

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[*Communicated to the Inspectors of Schools for their information.*]

No. 2950.

To

THE INSPECTOR OF SCHOOLS _____

*Dated 29th November* 1858.

SIR,—I have the honor to acknowledge the receipt of your letter No.— dated — reporting in reply to my enquiry as to the absence of a Deputy Inspector on what he termed "Doorga Pooja privilege leave," that the practice in your Division is for those Officers to take "the same Holidays as the Zillah Schools."

2. In reply I have the honor to say that such practise appears to be unwarranted by any rule of the department or any competent authority, and that it should be put a stop to.

3. No Officer subordinate to you should be allowed to absent himself from his District or his duty, except under

some established Rule or under an order of the authority who may be vested with the power of granting him leave of absence.

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*Rules for giving better effect to the Notification* of July 9th, 1855, regarding the employment of educated Persons ; as sanctioned by Government Orders No.* 1456, *dated September 3rd,* 1858.

1. In future the Tabular Return prescribed by the Government Circular to Commissioners, No. 466, dated April 22nd, 1856, will include only appointments of which the salary is *more than* Rupees (6) six a month. And the return prescribed by Section 7, of Circular 357, dated 27th March, 1856, will refer only to appointments of Rupees (6) six and under.

2. In place of Column 4 † of the return first referred to above, the following two Columns are to be in future substituted.

† Viz that headed "extent of Scholastic acquirements," &c.

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* GOVERNMENT NOTIFICATION,
*Dated the 9th July,* 1855.

From and after the 1st of January 1857, no person shall be appointed by the head of any Office or Department to any situation in the Public Service, in any Mofussil regulation district, the monthly salary of which is more than six Rs. unless he can read and write his own vernacular language. It shall however, rest with the Government, or with any authority duly empowered by Government, to suspend the operation of the rule in any case in which special circumstances may render it advisable to do so.

The several Mofussil Officers are at the same time directed to give a preference to persons who can read and write over those who cannot, for all Offices however small the salary, unless where obvious reasons exist for overlooking such qualifications.

* * * * *

Copies of all Nomination Rolls shall in future be forwarded quarterly to the Director of Public Instruction.

(Signed) W. GREY,
*Secy. to Govt. of Bengal.*

| COLUMN 4. | COLUMN 5. |
| --- | --- |
| Extent of acquirements in Reading Writing, Arithmetic, &c., with any evidence as to attendance or progress at School. | When, how, and by whom the foregoing acquirements were tested or certified. |

3. In every case in which there is the smallest doubt as to the Candidate having received a fair elementary education, he shall be examined, before being appointed, by being required at the least to read audibly and with intelligence half a page of an ordinary printed book, and to write intelligibly from dictation an equal amount.

4. The heading of Column 5 implies that the Candidate's acquirements must be tested (as above) or certified to (from personal knowledge) by either the officer making the appointment, some European Gentlemen in or out of Government Service, or some Native official holding an appointment of not less than Rupees (100) one hundred a month.

5. When a post of more than Rupees (6) six has to be filled up without delay, and no one able to read and write is immediately available, the person who may be put into the appointment shall under no circumstances draw more than Rupees (6) six a month (whatever the sanctioned salary of the place may be) until he is duly qualified under these Rules. And meanwhile he shall be considered only as a temporary incumbent and be liable to be displaced at any time by a properly qualified person.

6. It is to be borne in mind that these Rules and the Notification of July 1855, refer to "Acting" and "Temporary" appointments equally with permanent ones.

7. Any special case in which it may be considered absolutely necessary to suspend the operation of these Rules or of the Notification of July 1855 must be made the subject of a special report to Government, with whom alone it rests

to authorize exceptions thereto. And no Mofussil Officer in a Regulation district is to consider himself at liberty to make any such exception of his own authority.

8. Head Masters of Zillah Schools and Deputy Inspectors of Schools are to examine any persons that may be sent to them for this purpose by a Mofussil Officer having appointments in his gift, on the written requisition of such Officer. The requisition should specify the subjects in which the candidate is to be examined, such as Reading, Writing from dictation, Arithmetic, Mensuration, Geography of Bengal or the World, and so forth.

9. The Inspectors of Schools will consider it a part of their duty to send in to Commissioners of Divisions, or to other Heads of Offices who may be willing to receive them, the names (with full particulars*) of any deserving and promising lads whom they may fall in with in the course of their tours of inspection.

* Ex. Gr.—name of his father, family residence, personal description, educational acquirements, employment for which he seems well suited, lowest salary he would be willing to accept, &c. &c.

10. The Inspectors will also make a point of reporting, in their periodical Narratives or otherwise, on the working of these Rules, the manner in which they are acted upon, and the effect produced by them upon education or upon the classes that supply the lower departments of the Public Service. Commissioners and other Public Officers should also from time to time notice the subject in their periodical reports.

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[*Rules for the Examination of Candidates for Inferior Teacherships, English and Vernacular.*]

*Dated November 1st,* 1858.

1. Examinations for the purpose of testing the qualifications of Candidates for situations of Rs. (40) forty and under

in the Government and Grant-in-Aid Schools, English, Anglo Vernacular, and Vernacular, will be held from time to time at the Government Normal Schools, or at such other places as may be notified* by the Inspectors of Schools.

2. The Examinations will be conducted under the direction and orders of the Inspector of Schools of the Division by whom also the Examiners will be appointed.

3. Each Candidate will be required to produce such Certificates of good Character for the preceding year, and such Credentials for personal identification, as may be deemed by the Examiners to be sufficient.

4. Candidates not being Pupils of a Government Normal School shall send in to the Committee their names, &c., in the subjoined form, at least four days before the Examination, and they shall, at the same time, pay a Registration fee of one Rupee.

*Roll of a Candidate for Examination under the Teachership Rules.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|
| Name and Address. | Age. | Where Educated | Former and present Employment. | Certificates School Distinctions already gained. | Where and when he desires to be examined. | For what grade he desires to be examined. | Remarks. |
| | | | | | | | |

5. The subjects of Examination will be—

(1st.) The Candidate's Scholastic attainments.

(2nd.) His knowledge of the duties of a School Master.

(3rd.) His aptitude in teaching a class.

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* The notices on the subject will ordinarily be published in the Education Gazette and circulated to the principal Schools in the Division.

In branches 1 and 2, the examination will be by papers or *vivâ voce* at the discretion of the Examiners.

6. Under the head of "Scholastic attainments" every Candidate will be required to shew a fair acquaintance with

(1.) General History and Geography.

(2.) Arithmetic and Geometry.

(3.) The Vernacular, and in the case of Candidates for English Teacherships, English also.

He may also be examined in any other or extra subjects with which he may be acquainted, such as Algebra, Physical Geography, Surveying, Natural Science, &c.; and marks will be allowed for such subjects.

Fuller information as to the Examination tests may be obtained by application to the Divisional Inspector or to the Examiners appointed by him.

7. After examination the Candidates will be ranked in three grades or classes, according to their general character, acquirements, and aptitude for teaching; and each will receive a certificate signed by the Inspector, shewing the grade in which he has been placed and if necessary, whether the Candidate occupied a "High," "Medium" or "Low" place in that grade.

8. The certificates will be designated as, of the 4th, 5th and 6th Grades, and will render their holders eligible to situations as follows:—

A 4th Grade Certificate to any situation of which the salary does not exceed Rupees 40 a month.

5th ditto to ditto ditto 25 „

6th ditto to ditto ditto 12 „

9. The result of the examination will be exhibited in the accompanying forms, the Candidates for English and Vernacular Teacherships being shewn separately, and will be communicated to the Director of Public Instruction as soon as possible after the examination.

*I. Return of Candidates for employment and promotion as English Teachers, examined at———on the——— 18—*

| 1. Name and address | 2 Age. | 3. Where Educated. | 4. Former and present Employment | 5. Certificates or School distinctions already gained. | 6. Proficiency shewn in Scholastic attainments | 7. Knowledge of School Masters' duties. | 8 Art of Teaching. | 9. Grade of Certificate awarded. | 10 Remarks. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

*II. Return of Candidates for employment and promotion as* Vernacular *Teachers Examined at ——————— on the ——————— 18—*

| 1. Name and address. | 2. Age | 3. Where Educated. | 4 Former and present Employment | 5. Certificates or School distinctions already gained | 6. Proficiency shewn in Scholastic attainments | 7. Knowledge of School Masters' duties. | 8. Art of Teaching. | 9. Grade of Certificate awarded | 10 Remarks |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

10. On the occurrence of any vacancy in a Government or Grant-in-Aid School, a Candidate who holds a certificate of the requisite grade under these Rules, will be entitled to be preferred to one not holding a certificate, when the other qualifications of the Candidates are equal or nearly so, and mere seniority and length of service, when unaccompanied by proved fitness for a higher office, will in no case be considered to give a right to promotion.

11. Whenever, from the absence of certificated Candidates, or any other cause, an appointment may be given to

a person not holding a certificate qualifying him for the same, the authority making the appointment will state in the letter of appointment whether the full salary is to be drawn at once, or on the nominee obtaining the requisite certificate.

WM. GORDON YOUNG,

*Director of Public Instruction.*

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*Pensions to Teachers of Grant-in-Aid Schools.*

It having been found necessary to take further precautions for the due and punctual registration of claims to Government pensions which may arise under the terms of the Despatch* of the Court of Directors, No. 84 of 1856, dated 17th September.

* See General Report of Public Instruction for 1856-57, Appendix B, page 22.

*It is hereby Notified.*

1. That, in the case of all Teachers of Grant-in-Aid Schools who may be entitled to pension under the Despatch above cited and who may desire that their claim to such pension be duly registered, all orders regarding their appointment, dismissal, or absence on leave shall issue formally from the office of the Divisional Inspector of Schools and no such orders shall be valid unless so issued.

2. Except in the case specified below (paragraph 3) the Inspector shall issue such orders after consultation as far as may be possible with the managers of the School, and after duly considering any nomination or recommendation which they may desire to make and, in the event of the managers nominating to a vacant situation any person entitled under the Rules for the grant of Teachership Certificates to hold such situation, such nomination shall not be over-ruled except by the Director of Public Instruction.

3. Provided however that nothing contained in these Rules shall be held to interfere with any special condition as to the appointment, &c. of Teachers *by the Inspector* which may have been agreed to in writing by the managers of a School.

4. And provided also that in the event of the managers foregoing and renouncing on behalf of the holder of any situation all claim to pension from Government under the Despatch above cited, the formal appointment, dismissal, &c. of the holder of such situation shall rest with the managers and not with the Inspector.

WM. GORDON YOUNG,
*Director of Public Instruction.*

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# RULES

REGARDING THE

## DUTIES AND RESPONSIBILITIES OF LOCAL COMMITTEES

OF

## PUBLIC INSTRUCTION,

AS CONNECTED WITH GOVERNMENT ZILLAH SCHOOLS;

*Compiled from the various Rules, Government Orders, &c., in force, dated December 1st, 1858.*

1. Each Local Committee of Public Instruction is composed of the Officers of the District noted in the margin,* with any other official or non-official residents who may be appointed by Government. Should the Members of a Committee be desirous of adding any person to their number, they should submit to Government an application accordingly, making mention at the same time of the profession and social position

* Judge,
Collector,
Magistrate,
Principal Sudder Ameen,
Civil Surgeon.
Besides these the Commissioner of the Division and the Inspector of Schools are *ex-officio* Members.

of the nominee, and stating whether he has evinced beforehand any decided interest in Native Education.

2. The Secretary to each Local Committee is appointed by Government, upon the recommendation of the Members of the Committee.

3. The ordinary current business of each Zillah School is conducted by the Secretary to the Local Committee, under the general direction and control of that body, and in accordance with the established Rules and practice of the Department. The Committee should hold meetings as often as may be found necessary, but under no circumstances less frequently than once a Quarter.

4. The funds of each Institution are placed in the charge of the Local Committee. They consist generally of donations, subscriptions, schooling fees, fines, &c. in addition to the Government Grant or Assignment.

5. All School fees and other moneys received on account of the School are to be regularly remitted to the Collector of the District, and no payment to be made except by the Collector and upon an audited bill. A regular account of all sums credited and expended is of course to be kept by the Committee, and an abstract of it in the form annexed (marked A) is to be forwarded to the Divisional Inspector of Schools at the end of every three months, that is to say, on the 1st of the months of May, August, November and February.

6. A Register of daily attendance of the pupils should be kept in each School, and an Abstract of it forwarded to the Inspector at the end of each Quarter in the form annexed (marked B.)

7. Some Member of the Committee is expected to visit the School at least once a week, and to insert in a Visit book to be kept for the purpose a memorandum of the classes taught in his presence, of his opinion of the state of the Institution, and of any change he may consider necessary for

its improvement. This book shall be open to the inspection of the Masters, and it shall be laid before each meeting of the Local Committee.

8. In examining any of the pupils or classes, Members of the Committee should refrain, as much as possible, from disturbing the regular course of instruction, and with this view should, as a general rule, confine their questions to the subject on which the class may be engaged at the time of the visit. Should the Member deem it necessary to make any remark disparaging to a Teacher, the visit book will be the proper place for such remark, rather than the class-room. The Head Master, will not at once act on the suggestion of an individual member but will refer the matter for the consideration of the Committee at their next meeting.

9. The Head Master of a School must conform to the instructions he may receive from the Local Committee through its Secretary, against the continuance of which however, he is allowed to appeal to the Director of Public Instruction.

10. No pupil can be expelled from any Government School without the sanction of the Local Committee recorded in writing.

11. In regard to matters not appertaining as above to the ordinary current business of the School, on which it may be necessary to issue orders, the Local Committee will communicate (personally or by letter) with the Inspector of Schools. Should the Committee and the Inspector agree in opinion on the course to be pursued, and should the proposed course be not at variance with any established rule or practice, it may (save as provided in the next following Clause) be at once carried into effect, the matter being subsequently reported by the Inspector to the Director of Public Instruction in such manner as the latter may direct.

Questions of the following description will, however, not be disposed of as above without *previous* reference to the Director of Public Instruction :

1. Proposals materially affecting the future prospects of the School, financial or otherwise.

2. Appointments to situations the salary of which is Rupees (50) fifty a month or upwards.

3. The grant of leave of absence (except for a day or two) to holders of such situations.

4. The degradation or punishment of the holder of any such situation.

5. Questions of more than ordinary importance, or of decided bearing upon the condition and prospects of Education generally.

6. Questions upon which the Local Committee and the Inspector differ in opinion, and which are not clearly provided for by any rule or established practice.

12. Each Local Committee will, as heretofore, conduct the Annual Examination of the School, and submit through the Inspector a yearly Report of the Institution founded on the knowledge obtained by the several Members at their periodical or occasional visits, on the reports of the Masters, and on the result of the examinations. The Government expect to learn from the Annual Report of the Committee how its various duties have been discharged ; the amount of local donations or endowments bestowed ; the estimation in which the Institution and Education generally are held by the native public; the state of the property belonging to the School, including buildings, furniture, library, &c. ; and in short every circumstance of interest connected not only with the Institution itself but with the general state of Education in the District.

13. The Rules* in force for the supply of books to Schools will be found at page 23 of Appendix B. to the Annual Report for 1856-57. Those for the grant of Certificates to pupils of Government Schools are at page 12, Appendix B. of Report for 1857-58. To these, as well as to all other Circulars printed in the yearly Reports of the Department, the careful attention of Local Committees of Public Instruction should be directed.

WM. GORDON YOUNG,
*Director of Public Instruction.*

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* The Rules in force with regard to the holidays to be observed in Zillah Schools are those bearing date January 28th, 1859.

# FORM A.

*Abstract Account Current of the School for the Quarter ending of* 18

| CREDITED. | | | | DEBITED. | | | |
|---|---|---|---|---|---|---|---|
| Assignment or authorized expenditure from the General Revenues for the Quarter..... | | | | Amount of Establishment Bills for this Quarter .. | | | |
| Special Assignment for Presidency College exhibitions | | | | Ditto of Contingent Bills for ditto .. | | | |
| Schooling Fees realized during the Quarter as per Collector's Receipt forwarded to the Inspector's Office ..... | | | | Paid for Library Books during the Quarter · .. | | | |
| Fines realized as per ditto, * | | | | Prize Allowance for three months @ 7 Rs. a month, | | | |
| Total Credited,..... | | | | Allowance for Junior Scholarships (or Exhibitions) now being held at the College @ Rs. a month, | | | |
| Deduct Debited ..... | | | | | | | |
| Balance of the Quarter ..... | | | | † | | | |
| Add Balance from previous Quarters of the current official year ..... | | | | | | | |
| Total Balance at credit of the School ..... | | | | Total Debited, .. | | | |

* Here are to be entered also the proceeds of any donations, endowments, &c., or any other Receipts from whatever sources.

† Here enter other payments that have been made or disbursements sanctioned for or during the Quarter.

Any special or private fund belonging to the School and intended for a special purpose should be shewn on the other side of the paper, the account being drawn up in the same form as the above. See Circular No. 1169, dated August 28th, 1857.

# FORM B.

*Abstract Return of the Register of Attendance of the School for the month of* 185

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| No of Class. | Number of Students on the Register. | | | | Rates of Fee in each Class. | Average age of pupils. | Average Daily Attendance | | | Amount of Fees & Fines due for the Month. | | | Unrealized balance from last Month. | Total Due. | Amount actually collected. | Balance as yet unrealized. | Remarks. |
| | Net Total of last Month. | Admitted during the Month. | Quitted the School during the Month. | Net Total. | | | No. Present. | No. Absent on leave. | No. Absent without leave. | Monthly Fees. | Entrance and Re-admission Fees. | Fines. | | | | | |
| | | | | | | | | | | | | | | | | | |

This Return was forwarded to the Office of the Inspector of Schools on the of 185

*Secretary Local Committee of Public Instruction.*

[*Addressed to the Authorities of Colleges and Schools.*]

*Circular No.* 10.

*Dated* 19*th January* 1859.

Sir—With reference to the University Notices as to the Entrance Examination of March 1859, which have been published in the *Calcutta Gazette* and distributed to Schools by the University Registrar, I have the honor to request that you will at your earliest convenience, send me a list of the names of those pupils of the School under your control who propose to go up to the University Entrance Examination this year, and who likewise fulfil the requirements of the Junior Scholarship Rules of 1856* in respect to age, period of study, and moral character.

See Annual Report of 1855-56, appendix B., page 26.

2. Opposite to the name of each Candidate should be entered the name of the affiliated College† in which he may wish to hold his Scholarship should he obtain one.

† See Rules and Notification of 19th Feby. 1858, page 18 and 19, of printed pamphlet of Circulars.

3. Should the system of "Marks" have been in force in the School during the past year, you will be so good as to rank the Candidates for Scholarships in order of merit as determined by those marks, showing also the number of marks gained by each lad, and explaining in a foot note the principle on which the marks have been awarded.

4. You of course understand that the only Examination for Junior Scholarships will be that conducted under the authority of the University, and termed the "Entrance Examination," and that under no circumstances can a Junior Scholarship be awarded to any lad who fails to pass this Examination.

5. The Minimum Standard for which the Scholarships will be awarded is, in respect of lads coming from Schools in Calcutta or its vicinity, that of the University Entrance

Examination 1st Division, and for lads coming from Schools more than ten miles from Calcutta, the Entrance Test 2nd Division.

6. You will also understand that nothing contained in this Circular is intended to obviate the necessity of your sending up to the University Registrar whatever Certificates, Fees, Lists, &c., may have been, or may be required of you by that functionary.

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[*Addressed to the Principals of English Colleges.*]
Nos. 88 to 92.

*Dated 24th January* 1859.

SIR,—In consequence of the change in the period of holding the University Examinations and in accordance with the opinions of most of the Principals of Colleges and with the recommendation of this Office, the Government has directed that in future, as regards the Colleges for General Education "and the Collegiate Schools, in place of the 45 days now "given in April and May and the two days at Christmas, there "may be a Summer Vacation of fifteen days' duration, and a "second vacation for one month at Christmas immediately "after the conclusion of the University Entrance Examina-"tion."

2. The other holidays will remain as at present authorized, that is as specified in the Circular of the Council of Education No. 12, dated September 15th, 1853 ; *viz.*

| | |
|---|---|
| Doorga Poojah, ..... ..... ..... | 15 days. |
| Juggutdhatree, ..... ..... ... | 1 |
| Surussuttee, ..... ..... ..... | 1 |
| Good Friday,..... ..... ..... ... | 1 |
| Queen's Birthday,..... ..... ..... | 1 |
| | 19 |

3. The Academic Session will in future years be considered to commence after the conclusion of the longest vacation, *i. e.* in January of each year.

4. With a view to introducing the new system with the least inconvenience, it will be proper that the Summer vacation *this year* be taken from the 17th to the 31st of March next; and you will be good enough to notify the same accordingly to those concerned. The next Session will then extend from 1st of April to the 9th of December next, and the following Session will commence on the 10th January 1860. In that year (1860) the Summer vacation may properly be taken during the latter half of May.

5. The above orders do not apply, at present at all events, to the Oriental or Professional Colleges, nor to the Zillah Schools.

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[*Addressed to the Local Committees of Public Instruction.*]

*Circular No.* 11.

*Dated the 28th January.*

SIR,—As inconvenience has arisen from the observance of one set of holidays by the various zillah Schools situated in different parts of these Provinces, I have the honor to request that the Circulars* marginally noted may be considered as cancelled. In future the Holidays to be observed in each zillah School will be settled by the Local Committee and the Inspector of Schools as follows, due regard being of course had to local circumstances and usages.

* No 13, dated September 16th, 1853, published at page 304 of appendix C. of General Report for the year 1852-55.
Nos. 573 to 580, dated 15th May 1855, published at page 11 of appendix B, of General Report for the year 1855-56.

2. In the early part of November of each year, and after such previous communication with the Inspector as may seem proper, the Local Committee of each School will forward to the Inspector a list of the Holidays which in their

opinion should be observed in the School during the ensuing calendar year.

3. The total number of such Holidays shall not exceed fifty days in the year, exclusive of Sundays.

4. The Inspector will forward the several lists to the office of the Director of Public Instruction on or about the 1st of December, noting at the same time, whether he approves or disapproves of the Holidays proposed for each School. Should the Local Committee of any School have omitted to furnish the Inspector with their proposed list of Holidays before the 1st of December, the Inspector will supply the omission by drawing up at once a list of Holidays for that School.

5. Should the recommendations of any Committee and of the Inspector be at variance, it will be for the Director of Public Instruction to decide the point or points at issue, and fix the holidays to be observed in the School concerned. In the absence of any specific orders, however, it may be considered that any list agreed to by both the Committee and the Inspector is of effect, for the ensuing year.

6. The list of Holidays once settled, it must not be deviated from during the year. And under no circumstances must a Holiday not taken advantage of at the prescribed time be held in reserve or added to another Holiday.

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[*Communicated to the Principals of Colleges for their information.*]

No. 205.

To The SECRETARY to the LOCAL COMMITTEE of PUBLIC INSTRUCTION.

*Dated* 10*th February* 1859.

Sir,—I have the honor to acknowledge the receipt of your letter No. — dated — and in reply, to say that in the ab-

sence of any opinion from the Local Committee or the Principal as to whether Mr. ————'s request should be granted, and if so, how his duties should be provided for in his absence, it is impossible for me to pass orders in the matter.

2. I would wish it to be understood that I am not disposed to view very favorably the acceptance, by a Master of a College, of any Office or occupation which may involve his absenting himself from his own proper duties at a time when his services cannot well be spared. And if such absence is to be permitted at all, it can only be on condition that the regular duties of the absentee are provided for without detriment or inconvenience to the College, and at the charge of the absentee.

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[*Addressed to the Inspectors of Schools.*]

Nos. 249 to 253.

*Dated* 12*th February* 1859.

SIR,—In forwarding for your information the accompanying copy of orders of the Government of India, dated 19th Ultimo I have the honor to intimate that from the 1st proximo the Deputy Inspectors of Schools under you may be considered as entitled to draw in addition to their salaries as at present sanctioned, travelling allowance at the rates* specified in those Orders.

2. The bills for such allowance may be forwarded by you direct to Civil Auditor's Office, but before forwarding them you will of course satisfy yourself that the sums charged have been in each case fully and fairly earned and

* Four Annas per mile when travelling, and One Rupee a day when halting.

you will append such certificate to this effect as the Civil Auditor may consider sufficient.

3. Should any Deputy Inspector waste time in unnecessary journeys or halts, or give cause for dissatisfaction in connection with his movements from place to place, you will deduct from his travelling allowance bill such sum as may seem to you proper.

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[*Communicated to the Inspectors of Schools for their information.*]

No. 313.

To THE INSPECTOR OF SCHOOLS————

*Dated* 19*th February* 1859.

SIR,—With reference to your letter No. — of the —I have the honor to approve of your proposal to refuse your countersignature to the grant in aid bills of Schools whose Statistical Returns are more than a month overdue.

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[*Rules relating to the Libraries of Government Colleges.*]

*Dated March* 1*st* 1859.

1. The Library shall be open and the Librarian shall be in attendance for six hours daily, excepting on Sundays and other authorized holidays. The hours of opening and closing will be determined and notified by the Principal.

2. The Library is intended for the use of the Professors, Teachers and Students attached to the Institution both as a Reading Room and a lending Library. It may also be made available within due limits to the Members of the

Local Committee of Public Instruction where there is one, but, except with the special sanction of the Director of Public Instruction not to persons unconnected with the College.

3. No Student shall be allowed to take a Book from the Library unless he have previously deposited with the Principal either such sum of money (not being less than Rupees (6) six as the Principal shall consider sufficient, or the written guarantee of one of the Professors or Senior Teachers, as a security for the payment of any demands on account of loss or damage to books.

4. No Books shall be removed from the Library without the knowledge of the Librarian nor (except in the case of a Book required for casual reference by a Teacher during College hours) until after it has been entered by the Librarian in a Register to be kept for the purpose. This Register shall contain columns for the dates on which the several Books are removed from and returned to the Library for the signatures of the borrowers, and for any necessary remarks as to the condition of the Book on its removal and return. The Register shall be submitted at least once a month for the inspection and signature of the Principal.

5. The Principal shall lay down from time to time any Rules that may be found necessary for preserving due order and decorum in the Library.

6. Except with the special permission of the Principal, not more than six complete works shall be kept at the same time by any Professor or Teacher, and not more than two volumes by any Student.

7. On the cover or in some other conspicuous part of each Book in the Library shall be a Memorandum shewing for how many days it may be kept at one time by a Professor or a Student respectively, or, in the case of class Books,

works of reference, &c., whether it may be taken from the Library out of class hours, or not at all, as the case may be.

8. Any person losing or seriously damaging any volume shall pay its value or replace it with a similar volume. When it belongs to a set or series, unless he can replace it he shall pay the value of the set.

9. Books taken out of the Library must be returned to the Librarian, and on no account transferred to any one else.

10. Towards the end of every official year all the Books shall be called in for a time, to enable the Principal to report to the Director of Public Instruction, in his Annual Report, on the condition of the Library, and on the manner in which the Rules relating to it have been observed and the purposes for which it is kept up answered.

11. The Librarian shall be appointed by the Principal with the sanction of the Director of Public Instruction, and, previously to entering on his duties he shall be required to enter into a formal agreement binding himself to make good any loss that may arise from any neglect or mismanagement on his part. And he shall furnish such pecuniary deposit or other satisfactory security as may be required of him.

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[*Communicated to the Inspectors of Schools for their information.*]

No. 401.

To the INSPECTOR of SCHOOLS ———

*Dated 4th March* 1859.

Sir,—With reference to your letter No. 984 of yesterday's date, I have the honor to request that you will state under

what section of the Uncovenanted Absentee Rules and on what account leave of absence should be granted to the Deputy Inspector of Jehanabad Circle.

2. As Deputy Inspectors of Schools receive their appointments from this Office leave of absence to them should be granted, I apprehend, by the same authority, rather than by the Inspector of Schools.

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[*Addressed to the Inspectors of Schools.*]

Nos. 420 to 424.

*Dated 9th March* 1859.

SIR,—In forwarding herewith copies of blank forms of Teachership Certificates, I have the honor to state that in awarding them to passed candidates of the 4th, 5th and 6th grades, the words "Inspector of Schools" should of course be substituted for "Director of Public Instruction" in the countersignature.

2. It is not intended that these Certificates should be issued to Candidates who pass as *Vernacular* Teachers only. A counterpart in the Vernacular should be made use of in such cases.

---

[*Addressed to the Inspectors of Schools.*]

Nos. 535 to 536.

*Dated 16th March* 1859.

SIR,—With reference to your letter No.— dated the 22nd ultimo, I have the honor to inform you that the transfer of a grant recommended by you cannot be sanctioned

as the Lieutenant Governor has decided "that the orders "of the Government of India of the 22nd September last "are opposed to the transfer of a grant-in-aid from one "School to another."

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[*Addressed to the Inspectors of Schools.*]

Nos. 660 to 663.

*Dated 2nd April* 1859.

SIR,—I have the honor to circulate for your information and guidance the following Rule for bringing the Finances of grant-in-aid Schools when necessary, more directly under the supervision of the Education Department, which Rule has been approved by Government on my recommendation.

RULE.

"In the event of an Inspector of Schools having reason to be dissatisfied with, or distrustful of, the manner in which the assets, expenditure, or accounts of any grant-in-aid School under his inspection are managed, should he nevertheless not deem the case to be one calling for the annulment of the grant, he shall be empowered with the sanction of the Director of Public Instruction, to direct that the finances of the School be brought more directly under the control of the Education Department in the manner following; that is to say that the subscriptions, fees, and other assets of the School be paid every month by the managers into the District Collectorate and that bills for the establishment and current expenditure of the School be submitted every month to the Inspector and be by him after approval forwarded for audit and payment in the same way as if they were the Establishment Bills of a Government School under his immediate control."

[*Communicated to the Inspectors of Schools for their information and guidance.*]

No. 688.

To the INSPECTOR of SCHOOLS ———,

*Dated 8th April* 1859.

Sir,—In reply to your letter No. — of the — I have the honor to say that I do not think it necessary to issue a special Circular for the guidance of Deputy Inspectors as regards their journeys and travelling allowance. The Rules and practice applicable to the travelling allowance of Inspectors may be held applicable generally to that of Deputy Inspectors *mutatis mutandis.* Any questions of no great difficulty that may arise can be decided by the Inspector, and it is by no means necessary for him to refer to this Office all points in which the Deputy Inspectors may not concur in this decision.

2. I think you have decided rightly that in the absence of roads the distance between two places should be taken as the crow flies.

---

[*Communicated to the Principals of Colleges, Local Committees of Public Instruction, and Inspectors of Schools.*]

No. 12.

*Dated 8th April* 1859.

In pursuance of a communication from Government, dated 30th Ultimo, No. 164, it is notified, for the information and guidance of all Officers in the Education Department, that the practice of receiving complimentary addresses from parties with whom they have been officially connected is prohibited.

[*Communicated to the Inspectors of Schools for Information.*]

No. 100.

FROM

THE JUNIOR SECRETARY TO THE GOVERNMENT OF BENGAL,

To

THE DIRECTOR OF PUBLIC INSTRUCTION.

*Dated Fort William, the 23rd February* 1859.

Education.

SIR,

I AM directed to acknowledge the receipt of your letter No. 235, dated the 12th instant, soliciting the decision of the Lieutenant Governor on the following points :

1*st.* Whether the Head Pundits of Government Vernacular Schools are entitled to pension after 15 and 22 years' service.

2*nd.* Of what grade of Schools are the Head Teachers entitled to the privilege referred to, and

3*rd.* Are Professors of Colleges entitled to the privilege of pension on the same terms as to period of service with the Principals of Colleges and Native Judges.

2. With reference to the 1st and 2nd points, I am desired to state that His Honor is of opinion that the Head Pundits of Government Vernacular Schools are not entitled to pension after a service of 15 and 22 years, but this privilege is intended for the Head Teachers of Zillah Schools to which the rule is clearly applicable.

3. On the 3rd point His Honor desires me to state that a communication will be made to the Government of India recommending the extension of the rule under which Principals and Native Judges are allowed pensions, to the Professors of Government Colleges.

[*Communicated to the Principals of Colleges for information.*]

No. 158.

FROM E. H. LUSHINGTON, ESQ.,

*Offg. Junior Secretary to the Government of Bengal,*

TO THE DIRECTOR OF PUBLIC INSTRUCTION.

*Fort William, the 24th March* 1859.

Education.

SIR,

IN continuation of this Office letter No. 100, dated the 23rd ultimo, I am directed by the Lieutenant-Governor to forward herewith, for your information, a copy of a communication from the Under-Secretary to the Government of India in the Home Department, No. 570, of the 18th instant, declining to entertain the proposal for pensioning Professors of Government Colleges on retirement after 15 and 22 years' service.

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No. 570.

FROM R. B. CHAPMAN, ESQ.,

*Under-Secretary to the Government of India,*

*Home Department,*

TO C. T. BUCKLAND, ESQ.,

*Junior Secretary to the Government of Bengal.*

*Dated the 18th March* 1859.

SIR,

I AM directed to acknowledge the receipt of your letter No. 99, dated the 23rd ultimo, and to inform you in reply that His Excellency the Governor-General in Council declines to entertain the proposal for pensioning Professors of Colleges on retirement after fifteen and twenty-two years' service.

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PRINTED BY P. M CRANENBURGH, AT THE MILITARY ORPHAN PRESS

# Appendix C.

## RETURN OF SENIOR SCHOLARSHIPS GAINED DURING THE YEAR 1858-59.

| Name of Scholars. | College at which gained. | When gained. | Monthly value of Scholarship. | For how long tenable. | For proficiency in what Branch. |
|---|---|---|---|---|---|
| Prosunno Coomar Bose,... | Presy. College. | 1858-59. | Rupees 25 | Two Sessions. | Highest proficiency in History and good general progress. |
| Romanath Nundy, ..... | ditto | ditto | ,, 25 | ditto | Proficiency in Pure Mathematics and good general progress. |
| Omertolall Chatterjee, ... | ditto | ditto | ,, 25 | ditto | General proficiency. |
| Opendronauth Mitter, ... | ditto | ditto | ,, 25 | ditto | ditto. |
| Jodoonauth Mookerjee, ... | ditto | ditto | ,, 25 | ditto | ditto. |
| Ramruttun Moozoondar, .. | ditto | ditto | ,, 25 | ditto | ditto. |
| Isser Chunder Chuckerbutty,..... | ditto | ditto | ,, 25 | ditto | ditto. |
| Gungapersaud Mookerjee, | ditto | ditto | ,, 25 | ditto | ditto. |
| Ahmed, ..... | ditto | ditto | ,, 15 | ditto | ditto. |
| Madub Chunder Roy,..... | Hooghly College. | ditto | ,, 20 | ditto | Highest proficiency in Pure Mathematics and fair progress. |
| Promothonauth Mookerjee, ..... | ditto | ditto | ,, 20 | ditto | General proficiency. |
| Dinnonath Sen, ..... | Dacca College. | ditto | ,, 20 | ditto | ditto. |
| Parbutty Churn Roy,..... | ditto | ditto | ,, 20 | ditto | Proficiency in English Language and fair progress. |

| | | | | | | |
|---|---|---|---|---|---|---|
| Chunder Mohun Gossain, | ditto | ditto | ,, | 20 | ditto | General proficiency. |
| Rojoninath Chatterjee, ... | ditto | ditto | ,, | 20 | ditto | ditto. |
| Mittonjoy Roy,..... | Kishnaghur College. | ditto | ,, | 20 | ditto | Proficiency in Vernacular Literature and good progress. |
| Ramchunder Mookerjee,... | ditto | ditto | ,, | 20 | ditto | General proficiency. |
| Imdad Ally, ..... | Calcutta Madrissa. | ditto | ,, | 20 | One Session. | Arabic. |
| Munwar Ally, ..... ... | Hooghly Madrissa. | ditto | ,, | 15 | ditto | ditto. |
| Nakuleshwur Banerjea, ... | Sanscrit College. | ditto | ,, | 20 | ditto | Sanscrit |
| Neelamber Mookerjea, ... | ditto | ditto | ,, | 16 | ditto | ditto. |
| Gourishankar Ghosal..... | ditto | ditto | ,, | 16 | ditto | ditto. |
| Haromohen Bhattacharjea, | ditto | ditto | ,, | 16 | ditto | ditto. |
| Moheschundra Chatterjea, | ditto | ditto | ,, | 12 | ditto | ditto. |
| Ramkrishna Chatterjea, ... | ditto | ditto | ,, | 12 | ditto | ditto. |
| Shoshibhushan Mookerjea, | ditto | ditto | ,, | 12 | ditto | ditto. |
| Nobinchundra Chatterjea, | ditto | ditto | ,, | 12 | ditto | ditto. |
| Madhavchundra Ghose,... | ditto | ditto | ,, | 10 | ditto | ditto. |
| Kantichandra Banerjea. .. | ditto | ditto | ,, | 10 | ditto | ditto. |
| Horochundra Chackrabarti, ..... | ditto | ditto | ,, | 10 | ditto | ditto. |
| Annadnath Gupta, ..... | ditto | ditto | ,, | 10 | ditto | ditto. |
| Radharamon Gupta, .. . | ditto | ditto | ,, | 10 | ditto | ditto. |
| Harishchandra Bhattacharjea, ..... | ditto | ditto | ,, | 10 | ditto | ditto |
| Ramchandra Chatterjea, . | ditto | ditto | ,, | 10 | ditto | ditto. |

RETURN OF JUNIOR SCHOLARSHIPS GAINED DURING THE YEAR 1858-59.—(*Continued.*)

| Name of Scholars. | School at which gained. | When gained. | Monthly value of Scholarship. | For how long tenable. | For proficiency in what Branch. |
|---|---|---|---|---|---|
| Okilnath Roy, ..... | Hindu School. | 1858-59. | Rajah of Burdwan Family Schp. Rs. 10 | Two Sess. | General proficiency in English Schl. Studies. |
| Mudden Mohun,..... | ditto | ditto | Gunganarain Doss Schp. „ 10 | ditto | ditto. |
| Obenas Chunder Dey,..... | ditto | ditto | Hindu College Schp. „ 10 | ditto | ditto. |
| Dinnonath Pyne..... | ditto | ditto | Joykissen Singh Schp. „ 10 | ditto | ditto. |
| Beharryloll Bhadoory, ... | ditto | ditto | Hindu College Schp. „ 10 | ditto | ditto. |
| Bhobani Churn Dutt, ..... | ditto | ditto | Goopee Mohun Deb Schp. 10 | ditto | ditto. |
| Hem Chunder Chatterjee, | ditto | ditto | Hindu College Schp. „ 10 | ditto | ditto. |
| Woodoy Churn Dutt, ..... | ditto | ditto | Ditto. „ 10 | ditto | ditto. |
| Chunder Sikhur Gangooly, | Hooghly Collegiate School. | ditto | „ 10 | ditto | ditto. |
| Debendrololl Bose, ..... | ditto | ditto | „ 10 | ditto | ditto. |
| Kailyprosunno Mookerjee, | ditto | ditto | „ 8 | ditto | ditto. |
| Sibchunder Puramanick,.. | ditto | ditto | „ 8 | ditto | ditto. |
| Neelumber Banerjee, ..... | ditto | ditto | „ 8 | ditto | ditto. |
| Rakaldoss Bose,... ..... | ditto | ditto | „ 8 | ditto | ditto. |
| Khettermohun Roy, ..... | ditto | ditto | „ 8 | ditto | ditto. |
| Benodebeharry Dey, ..... | ditto | ditto | „ 8 | ditto | ditto. |
| Pearyloll Gooho,..... | Dacca Collegiate School. | ditto | „ 8 | ditto | ditto. |
| J. P. A. Simon, ..... | ditto | ditto | „ 8 | ditto | ditto. |
| Womakanth Doss, ..... | ditto | ditto | „ 8 | ditto | ditto. |

| | | | | | |
|---|---|---|---|---|---|
| Rashbeharry Surma, ..... | ditto | ditto | „ 8 | ditto | ditto. |
| Roheeni Coomar Bysack,.. | ditto | ditto | „ 8 | ditto | ditto. |
| Rodroo Chunder Mullik,.. | ditto | ditto | „ 8 | ditto | ditto. |
| Kallydoss Bagchee,..... | Kishnaghur Collegiate Schl. | ditto | „ 8 | ditto | ditto. |
| Shama Churn Ghose, ..... | ditto | ditto | „ 8 | ditto | ditto. |
| Roby Chunder Gangooly, | ditto | ditto | „ 8 | ditto | ditto. |
| Koylash Chunder Mookerjee ..... ..... ..... | ditto | ditto | „ 8 | ditto | ditto. |
| Hurro Mohun Banerjee,... | ditto | ditto | „ 8 | ditto | ditto. |
| Kisno Chunder Chatterjee, | ditto | ditto | „ 8 | ditto | ditto. |
| Rakhal Chunder Sen, ..... | Berhampore Collegiate Schl. | ditto | „ 8 | ditto | ditto. |
| Nobin Chunder Sen, ..... | ditto | ditto | „ 8 | ditto | ditto. |
| Bycoontonath Sen, ..... | ditto | ditto | „ 8 | ditto | ditto. |
| Tarabelash Mitter, ..... | ditto | ditto | „ 8 | ditto | ditto. |
| Protab Chunder Dey,..... | ditto | ditto | „ 8 | ditto | ditto. |
| Nuffer Chunder Bhutto.... | ditto | ditto | „ 8 | ditto | ditto. |
| Hurris Chunder Chowdry, | ditto | ditto | „ 8 | ditto | ditto. |
| Ali Hafiz, ..... | Anglo-Persian Dept. of the Cal. Madressa. | ditto | „ 8 | ditto | ditto. |
| Ethmaun Hossain, ..... | ditto | ditto | „ 8 | ditto | ditto. |
| Mohamed Deen, ..... | ditto | ditto | „ 8 | ditto | ditto. |
| Oodentollah,..... | ditto | ditto | „ 8 | ditto | ditto. |
| Omernatn Bose,... ..... | Colootollah. Branch School. | ditto | „ 8 | ditto | ditto. |
| Sosheebhoosun Sen, ..... | ditto | ditto | „ 8 | ditto | ditto. |
| Omertololl Paul, ..... | Howrah School. | ditto | „ 10 | ditto | ditto. |
| Poorno Chunder Bose, ... | ditto | ditto | „ 8 | ditto | ditto. |

RETURN OF JUNIOR SCHOLARSHIPS GAINED DURING THE YEAR 1858-59.—*(Continued.)*

| Name of Scholars. | School at which gained. | When gained. | Monthly value of Scholarship. | For how long tenable. | For proficiency in what Branch. |
|---|---|---|---|---|---|
| Kedarnath Dutt, ..... | Howrah School. | 1858-59. | Rupees 8 | Two Sessions, | General proficiency in English School Studies. |
| Nobinkissen Mookerjee,... | OoterparahSchool | ditto | „ 10 | ditto | ditto. |
| Troylucconath Mitter, ... | ditto | ditto | „ 8 | ditto | ditto. |
| Grish Chunder Chowdry,.. | ditto | ditto | „ 8 | ditto | ditto. |
| Saroop Chunder Bose,..... | Puruleah School. | ditto | „ 8 | ditto | ditto. |
| Brojobullub Mitter, ..... | Bancoorah School. | ditto | „ 8 | ditto | ditto. |
| Koolodaypersaud Mookerjee, ..... ..... | ditto | ditto | „ 8 | ditto | ditto. |
| Kallykissen Banerjee,..... | Baraset School. | ditto | „ 10 | ditto | ditto. |
| Bholanath Doss, ..... | ditto | ditto | „ 8 | ditto | ditto. |
| Sarodaprosaud Banerjee, | ditto | ditto | „ 8 | ditto | ditto. |
| Sreekanth Mullick,..... | Hooghly Branch School. | ditto | „ 8 | ditto | ditto. |
| Soorjoo Coomar Chatterjee, ..... ..... ..... | ditto | ditto | „ 8 | ditto | ditto. |
| Jaigopaul Sing, ..... ... | Gyah School. | ditto | „ 10 | ditto | ditto. |
| Abdool Quadier,... ..... | Sarun School. | ditto | „ 10 | ditto | ditto. |
| Chuckerdhur Pershaud,... | Bhaugulpore School. | ditto | „ 10 | ditto | ditto. |
| Annundololl Bose, ..... | ditto | ditto | „ 8 | ditto | ditto. |
| Tarineepersaud, ..... | ditto | ditto | „ 8 | ditto | ditto. |

| | | | | | | |
|---|---|---|---|---|---|---|
| Sarodaprosaud Gangooly, | Beerbhoom School. | ditto | „ | 10 | ditto | ditto. |
| Sreekrishna Mookerjee,... | ditto | ditto | „ | 8 | ditto | ditto. |
| Coolodaprosaud Sen, ..... | ditto | ditto | „ | 8 | ditto | ditto, |
| Koonjobehary Chowdree,.. | Russapuglah School. | ditto | „ | 8 | ditto | ditto. |
| Bissessur Chatterjee, ..... | ditto | ditto | „ | 8 | ditto | ditto. |
| Moheenee Mohun Burdhan, ..... | Commillah School. | ditto | „ | 10 | ditto | ditto. |
| Tarraprosunno Mookerjee, | ditto | ditto | „ | 8 | ditto | ditto. |
| Hurry Mohun Lahory, ... | Bograh School. | ditto | „ | 8 | ditto | ditto. |
| Gopaul Chunder Pauray,.. | ditto | ditto | „ | 10 | ditto | ditto. |
| Omakant Moitro,..... | Bauleah School. | ditto | „ | 8 | ditto | ditto. |
| Lallbeharry Lahory, ..... | ditto | ditto | „ | 8 | ditto | ditto. |
| Soshee Bhoosun Sen, ..... | Burrisaul School. | ditto | „ | 8 | ditto | ditto. |
| Surbanund Doss,..... | ditto | ditto | „ | 8 | ditto | ditto. |
| Prankisto Doss, ..... | Chittagong School. | ditto | „ | 8 | ditto | ditto. |
| Juggutchunder Doss, ..... | ditto | ditto | „ | 8 | ditto | ditto. |
| Bamachurn Paulit, ..... | Mymensing School. | ditto | „ | 8 | ditto | ditto. |
| Sosheebhoosun Dutt, ..... | ditto | ditto | „ | 8 | ditto | ditto. |
| Kesubloll Bose, ..... | Jessore School. | ditto | „ | 10 | ditto | ditto. |
| Aughore Nath Banerjee,.. | ditto | ditto | „ | 8 | ditto | ditto. |
| Sarodaprosaud Bose, ..... | ditto | ditto | „ | 8 | ditto | ditto. |
| Chundarkant Mittra, ..... | ditto | ditto | „ | 8 | One Session. | ditto. |
| Modosuden Roy, ..... | Midnapore School. | ditto | „ | 10 | Two Sessions. | ditto. |
| Ughore Nath Dutt,..... | ditto | ditto | „ | 8 | ditto | ditto. |
| Ajoodhyaloll Paul, ..... | ditto | ditto | „ | 8 | ditto | ditto. |
| Aundololl Ghose,..... | ditto | ditto | „ | 8 | ditto | ditto. |
| Issen Chunder Singh,..... | Collingah Branch School. | ditto | „ | 8 | ditto | ditto. |

RETURN OF JUNIOR SCHOLARSHIPS GAINED DURING THE YEAR 1858-59.—*(Continued.)*

| Name of Scholar. | School at which gained. | When gained. | Monthly value of Scholarship. | For how long tenable. | For proficiency in what Branch. |
|---|---|---|---|---|---|
| Obhoykisto Dutt, | Collingah Branch School. | 1858-59. | Rupees 8 | Two Sessions. | General Proficiency in English School Studies. |
| Gossaiedoss Doss, | Rajah of Burdwan School. | ditto | " 10 | ditto | ditto. |
| Hurrishchunder Roy, | ditto | ditto | " 10 | ditto | ditto. |
| Kedarnath Banerjee, | Koonaghur Aided School. | ditto | " 10 | ditto | ditto. |
| Bedoobuden Banerjee, | ditto | ditto | " 10 | ditto | ditto. |
| B. D. Gordon, | Doveton College. | ditto | " 10 | ditto | ditto. |
| L. A. Mendes, | ditto | ditto | " 10 | ditto | ditto. |
| Shamachurn Mookerjee, | Ranaghat Aided School. | ditto | " 8 | ditto | ditto. |
| Prosuno Chunder Gangooly, | ditto | ditto | " 8 | ditto | ditto. |
| Mohendronath Ghose, | Free Church Institution. | ditto | " 10 | ditto | ditto. |
| Rohim Bux, | ditto | ditto | " 10 | ditto | ditto. |
| Radananth Chatterjee, | ditto | ditto | " 10 | ditto | ditto. |
| Kalipando Chatterjee, | ditto | ditto | " 10 | ditto | ditto. |
| Ramtaruck Roy, | Paikparah School. | ditto | " 8 | ditto | ditto. |
| Neelmadhub Bhattacharjee, | Barrackpore School. | ditto | " 8 | ditto | ditto. |

| | | | | | | |
|---|---|---|---|---|---|---|
| Obenash Chunder Ghose, | Oriental Seminary. | ditto | „ | 10 | ditto | ditto. |
| Kissory Mohun Sen, ..... | Seal's College. | ditto | „ | 10 | ditto | ditto. |
| Procash Chunder Dutt, ... | Sylhet School. | ditto | „ | 8 | ditto | ditto. |
| Nobokissore Sen,..... | Revd. Mr. Pryse's School Sylhet. | ditto | „ | 8 | ditto | ditto. |
| Omes Chunder Gupta. ... | Sanscrit College. | ditto | „ | 8 | One Year. | General Proficiency in Sanscrit School Studies. |
| Peary Mohun Sen, ..... | ditto | ditto | „ | 8 | ditto | ditto. |
| Ramcoomar Chakarbarti,.. | ditto | ditto | „ | 8 | ditto | ditto. |
| Akhoycumar Sarbadhicary, ..... | ditto | ditto | „ | 8 | ditto | ditto. |
| Nisingha Mookerjee, ..... | ditto | ditto | „ | 8 | One Session. | ditto. |
| Russickberry Biswas, ..... | ditto | ditto | „ | 8 | ditto | ditto. |
| Kaliedhan Chatterjee,..... | ditto | ditto | „ | 8 | ditto | ditto. |
| Sripati Banerjea, ..... | ditto | ditto | „ | 8 | ditto | ditto. |
| Brojonath Ghose,..... | ditto | ditto | „ | 8 | ditto | ditto. |
| Muzhoorul Huq, ..... | Hooghly Madrassah. | ditto | „ | 8 | ditto | General Proficiency in Arabic School Studies. |
| Moenoodin, ..... | Calcutta Madrassah. | ditto | „ | 8 | ditto | ditto. |
| Yaver Ally, ..... | ditto | ditto | „ | 8 | ditto | ditto. |
| Hamid Oollah,..... | ditto | ditto | „ | 8 | ditto | ditto. |
| Abdool Wasay, ..... | ditto | ditto | „ | 8 | ditto | ditto. |
| Hatem Ally ..... | ditto | ditto | „ | 8 | ditto | ditto. |
| Abdoor Rohim, ..... | ditto | ditto | „ | 8 | ditto | ditto. |
| Abdool Quadur, ..... | ditto | ditto | „ | 8 | ditto | ditto. |
| Abdoor Rusheed,..... | ditto | ditto | „ | 8 | ditto | ditto. |
| Ehan Ally, ..... | ditto | ditto | „ | 8 | ditto | ditto. |

## LIST OF CANDIDATES WHO ATTAINED THE ENGLISH SENIOR AND JUNIOR SCHOLARSHIP STANDARD, BUT FOR WHOM NO SCHOLARSHIPS WERE AVAILABLE.

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### SENIOR.

| | |
|---|---|
| Jogendrochunder Ghose,... ... | Presidency College. |
| Moodusudun Ghose, ... ..... | Ditto. |
| Heralall Banerjee, ... ... ... | Ditto. |
| Okhoycoomar Sen,... ... ..... | Dacca College. |

### JUNIOR.

| | |
|---|---|
| Rajcoomar Coondoo, ... ..... | Howrah School. |
| Greeshchunder Mitter, ... ... | Ditto. |
| Kallychurn Ghosal, ... ..... | Ditto. |
| Beharylaul Mitter, ... ... ... | Ditto, |
| Hurrymohun Bose,... ... ..... | Baraset School. |
| Jogendronauth Mookerjee, ... ... | Ditto. |
| Brojonauth Shaw, ... ... ..... | Hooghly Collegiate School. |
| Bhoobunmohun Goopta, ... ... | Ditto. |
| Moteelall Bose, ... ... ..... | Ditto. |
| Ashootosh Ghose, ... ... ... | Ditto |
| Joygopaul Mookerjee, ... ..... | Ditto. |
| Heralall Mookerjee, ... ... ... | Hooghly Branch School. |
| Koraliprosono Mookerjee, ..... | Ditto. |
| Kadarnauth Chatterjee, ... ... | Ditto. |
| Troyluckhonauth Mitter,... ..... | Ditto. |
| Neelcunt Mookerjee, ... ... ... | Ditto. |
| Jugeshchunder Banerjee,... ..... | Kishnaghur Collegiate School. |
| Monmohun Ghose, ... ... ... | Ditto. |
| Umbicachurn Banerjee, ... ..... | Ditto. |
| Promothonauth Mookerjee, ... ... | Bhaugulpore School. |
| Pearylall Roy,... ... ... ..... | Beerbhoom School. |
| Guddadhur Garrain, ... ... ... | Ditto. |

| | |
|---|---|
| Janookylall Roy, ... ... ..... | Beerbhoom School. |
| Chundernarian Sing, ... ... ... | Ditto. |
| Beharylall Mookerjee, ... ..... | Ooterparah School. |
| Umbicachurn Gangooly, ... ... | Ditto. |
| Kallyprosunno Gangooly, ..... | Ditto. |
| Satcoury Mitter, ... ... ... | Ditto. |
| Benodchaund Mookerjee, ... ... | Ditto. |
| Shibodass Banerjee,... ... ..... | Ditto. |
| Ramgopaul Tullaputtra, ... ... | Bauleah School. |
| Annundmohun Bose, ... ..... | Burrisaul School. |
| Prosunnocoomar Bose, ... ... ... | Ditto. |
| Goorunath Sen, ... ... ..... | Ditto |
| Woomachurn Ghose, ... ... ... | Ditto. |
| Moheschunder Sircar, ... ..... | Collingah Branch School. |
| Goorooprosaud Sen, ... ... ... | Mymensing School. |
| Hamee Ooddin Ahmed, ... ..... | Ditto. |
| Chunderkanth Mitter, ... .. ... | Jessore School. |
| Taraprosaud Mitter, ... ... ..... | Ditto. |
| Nilmoney Bose, ... ... ... ... | Hindu School. |
| Omartololl Bose, ... ... ..... | Ditto. |
| Kallyprosunno Mookerjee, ... ... | Ditto. |
| Joyloll Doss, ... ... ... ..... | Ditto. |
| Banymadhub Bose, ... ... ... | Colootollah Branch School. |
| Kedarnauth Dutt, ... ... ..... | Ditto. |
| Sosheebhoosun Mookerjee, ... ... | Ditto. |
| Annuntoram Ghose, .. ... ..... | Ditto. |
| Chundermohun Ghose,... ... ... | Ditto. |
| Rajkrishna Mitter, ... ... ..... | Ditto. |
| Krishtochunder Chatterjee, ... .. | Ditto. |
| Dhoneshchunder Roy, ... ..... | Ditto. |
| Romeshchunder Ghose, ... ... | Ditto. |
| Mudusuden Sen, ... ... ..... | Ditto. |
| Kadarnauth Ghose, ... ... ... | Ditto. |
| Suttunath Roy, ... ... ..... | Ditto |
| Poornanund Mitter, ... ... ... | Ditto. |

| | |
|---|---|
| Burrodapersaud Chatterjee, ..... | Colootollah Branch School. |
| Romeshchunder Bose, ... ... ... | Ditto. |
| Shamachurn Mozoomdar, ... ..... | Ditto. |
| Goluckmohun Ghose, ... ... ... | Dacca Collegiate School. |
| Reedoynauth Sircar, ... ..... | Ditto. |
| Oomachurn Goopta, ... ... ... | Ditto. |

## CALCUTTA UNIVERSITY.

### Bachelor of Arts—Passed Examination 1859.

### LIST OF PASSED CANDIDATES ARRANGED ALPHABETICALLY.

#### First Division.

| | |
|---|---|
| Bholananth Paul, ... ... ..... | Head Master Ranaghaut School. |
| Hemchunder Banerjee,... ... ... | Presidency College. |
| Taraprosad Chatterjee, ... ..... | Ditto. |

#### Second Division.

| | |
|---|---|
| Lalgopal Dutt, ... ... ... ... | Presidency College. |
| W. N. Lethbridge. ... ... ..... | Bishop's College. |
| Omeshchunder Sircar, ... ... ... | Calcutta Free Church Institution. |
| Protabchunder Chatterjee,... ..... | Presidency College. |
| Radhagobind Moytro, ... ... ... | Ditto. |
| Ramloll Mookerjee, ... ... ..... | Ditto. |
| Srishchunder Ghose, ... ... ... | Ditto. |

### Bachelor of Law—Examination 1859.

### LIST OF CANDIDATES WHO HAVE PASSED THE EXAMINATION FOR THE DEGREE OF B. L. THE DEGREE ITSELF WILL BE CONFERRED SO SOON AS THEY SHALL HAVE OBTAINED THEIR DEGREE OF B. A.

| | |
|---|---|
| Anundgopal Paulit, ... ... ... | Presidency College, Law Dept |
| Callychurn Ghose, ... ... ..... | Ditto. |
| Debendernarain Bose, ... ... .. | Ditto. |

*Return of Students of the Medical College who obtained Diplomas in the year* 1858-59.

| English Class. | Hindustani Class. | Bengalee Class. |
|---|---|---|
| 1.—Hurrishchunder Surmah, ...<br>2.—Kasseechunder Dutt,..... | 1.—Shaikh Moneer Oollah.<br>2.—Madhoram.<br>3.—Shaikh Noor Ooddeen.<br>4.—Shaikh Omed Allee.<br>5.—Shaikh Umoeer Allee.<br>6.—Gopaul Sing.<br>7.—Shaikh Meajaun.<br>8.—Shaikh Noorbuksh.<br>9.—Abdolla Khan.<br>10.—Lalla Doorgapersaud.<br>11.—Shaikh Allee Ruzah.<br>12.—Shaikh Abdool Guffoor.<br>13.—Abdoolla Khan.<br>14.—Bahadoor Allee.<br>15.—Shaikh Bukshoo.<br>16.—Shaikh Surfraz Allee.<br>17.—Foheem Ooddin. } Assamese. | 1.—Issenchunder Sircar.<br>2.—Janokeenauth Mozoomdar.<br>3.—Chunder Seekhur Ghoshal.<br>4.—Baneekant Mozoomdar.<br>5.—Hurry Doss Dey.<br>6.—Poolinchunder Dey.<br>7.—Dinnonauth Roy.<br>8.—Rajnarain Chuckerbutty.<br>9.—Gour Soondur Roy.<br>10.—Mohendronauth Mitter.<br>11.—Fuckeer Chunder Doss.<br>12.—Bhoodeb Gangooly.<br>13.—Prosunno Coomar Doss.<br>14.—Siddeshur Chaterjee.<br>15.—Prosunno Pershad Sein.<br>16.—Omertolall Bhuttacharjee.<br>17.—Mutteelall Bhuttacharjee.<br>18.—Gopaulchunder Gangooly.<br>19.—Tarrucknauth Mookerjee.<br>20.—Treelochun Chatterjee.<br>21.—Bunkobehary Ghose.<br>22.—Muttylall Biswas. |

# Questions set at the Examination

FOR

## SENIOR OR COLLEGE SCHOLARSHIPS, 1858-59.

## English Literature, No. 1.

1. ADDISON remarks that "In poetry, as in architecture, not only the whole, but the principal members, and every part of them, should be great." Quote a passage to the same effect from Pope and show how this rule is observed in the first three books of Milton.

2. Explain the allusions in the following passages :—

"After these appeared
"A crew, who, under names of old renown,
"Osiris, Iris, Orus, and their train,
"With monstrous shapes, and sorceries, abused
"Fanatic Egypt and her priests, to seek
"Their wandering gods disguised in brutish forms
"Rather than human. Nor did Israel scape
"The infection, when their borrowed gold composed
"The calf in Oreb ; and the rebel king
"Doubled that sin in Bethel, and in Dan,
"Lik'ning his Maker to the grazed ox,
"Jehovah ! who, in one night, when he passed
"From Egypt, marching, equalled with one stroke
"Both her first-born and all her bleating gods."

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"Though all the giant brood
"Of Phlegra with th' heroic race were joined
"That fought at Thebes, and Ilium, on each side
"Mixed with auxiliar gods ; and what resounds
"In fable or romance of Uther's son
"Begirt with British and Armoric knights ;
"And all who since, baptized or infidel,

"Jousted in Aspramont, or Montalban,
"Damasco, or Marocco, or Trebisond ;
"Or whom Biserta sent from Afric shore,
"When Charlemain with all his peerage fell
"By Fontarabbia."

3. Mention briefly the arguments used by the different speakers at Pandemonium, and state to which of them these expressions belong :—

"Where there is then no good
"For which to strive, no strife can grow up there
"From faction : for none sure will claim in hell
"Precedence—none whose portion is so small
"Of present pain, that with ambitious mind
"Will covet more."

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"My sentence is for open war : of wiles,
"More unexpert, I boast not ; them let those
"Contrive who need ; or when they need,—not now.

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"—That must be our cure,
"To be no more. Sad cure ! for who would lose,
"Though full of pain, this intellectual being,
"Those thoughts that wander through eternity,
"To perish rather ; swallowed up and lost
"In the wide womb of uncreated night,
"Devoid of sense and motion ?"

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"This desert soil
"Wants not her hidden lustre, gems, and gold ;
"Nor want we skill or art from whence to raise
"Magnificence ; and what can heaven shew more ?"

4. When Satan arrives at the court of Chaos, who are the attendants he finds about the throne, and what does Satan tell Chaos is the object of his visit ?

5. "The place he found beyond expression bright,
"Compared with aught on earth, metal or stone;
"Not all parts like, but all alike informed
"With radiant light, as glowing iron with fire;
"If metal, part seemed gold, part silver clear;
"If stone, carbuncle most, or chrysolite,
"Ruby, or topaz to the twelve that shone
"In Aaron's breast-plate, and a stone besides
"Imagined rather oft than elsewhere seen—
"That stone, or like to that, which here below
"Philosophers in vain so long have sought—
"In vain, though by their powerful aid they bind
"Volatile Hermes, and call up unbound,
"In various shapes old Proteus from the sea,
"Drained through a limbeck to his native form."

Give a free prose rendering of the above passage.

6. Illustrate the following remark of Addison:—

"A good intention joined to a good action, gives it its proper "force and efficacy; joined to an evil action extenuates "its malignity, and in some cases, may take it wholly "away; and joined to an indifferent action turns it to virtue, "and makes it meritorious as far as human actions can "be so."

7. Write a short essay on this passage:—

"I have always preferred cheerfulness to mirth. The latter "I consider as an act, the former as a habit of the mind."

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## English Literature, No. 2.

1. Criticise the character of Dryden's poetry and illustrate your remarks by appropriate quotations.
2. Contrast the first appearance, dress and behavior of the followers of the Leaf and of the worshippers of the Flower.

3. Explain the following passages :—

"Through the rude chaos thus the running light
"Shot the first ray that pierced the native night :
"Then day and darkness in the mass were mixed,
"Till gathered in a globe the beams were fixed :
"Last shone the sun, who, radiant in his sphere,
"Illumined heaven and earth, and rolled around the year."

---

"For beasts, can like, but not distinguish too,
"Nor their own liking by reflection know ;
"Nor why they like or this, or t'other face,
"Or judge of this, or that peculiar grace ;
"But love in gross, and stupidly admire :
"As flies, allured by light, approach the fire."

---

"The fatal day approached ; if force were used,
"The magistrate his public trust abused ;
"To justice liable, as law required ;
"For when his office ceased, his power expired :
"While power remained, the means were in his hand
"By force to seize, and then forsake the land ;
"Betwixt extremes he knew not how to move,
"A slave to fame, but more a slave to love :
"Restraining others, yet himself notfree,
"Made impotent by power, debased by dignity."

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4. Give the argument of Gray's "Ode to Adversity."
5. State what you think is necessary to shew that you understand the allusions, the construction of the language and the meaning of the following passages :—

"Woods, that wave o'er Delphi's steep
"Isles, that crown th' Aegean deep,
"Fields, that cool Ilissus laves
"Or where Mœander's amber waves
"In lingering lab'rinths creep,

"How do your tuneful echoes languish,
"Mute, but to the voice of anguish!

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"Fill high the sparkling bowl,
"The rich repast prepare,
"Reft of a crown, he yet may share the feast:
"Close by the regal chair
"Fell thirst and famine scowl
"A baleful smile upon their baffed guest,
"Heard ye the din of battle bray,
"Lance to lance, and horse to horse?
"Long years of havock urge their destined course,
"And through the kindred squadrons mow their way.
"Ye towers of Julius, London's lasting shame,
"With many a foul and midnight murder fed,
"Revere his consort's faith, his father's fame,
"And spare the meek usurper's holy head."

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"Th' applause of list'ning senates to command,
"The threats of pain and ruin to despise,
"To scatter plenty o'er a smiling land,
"And read their history in a nation's eyes,
"Their lot forbade: nor circumscribed alone
"Their growing virtues, but their crimes confined;
"Forbade to wade through slaughter to a throne,
"And shut the gates of mercy on mankind."

6. Give a free paraphrase of these two extracts from Pope's "Essay on Criticism."

"Some ne'er advance a judgment of their own,
"But catch the spreading notion of the town;
"They reason and conclude by precedent,
"And own stale nonsense which they ne'er invent.
"Some judge of authors' names, not works, and then
"Nor praise nor blame the writings, but the men."

"But where's the man, who counsel can bestow,
"Still pleased to teach, and yet not proud to know ?
"Unbiassed, or by favour, or by spite ;
"Not dully prepossessed, nor blindly right ;
"Though learned, well-bred : and though well-bred, sincere
"Modestly bold, and humanly severe ;
"Blest with a taste exact, yet unconfined ;
"A knowledge both of books and humankind ;
"Generous converse ; a soul exempt from pride ;
"And love to praise, with reason on his side ?"

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## Bengali Literature No. 1.

### MAHABHARAT.

বিস্মিত হইয়া কর্ণ বলেন বচন।
কহ তুমি বিপ্রবেশধারী কোন জন॥
অনুমানি তুমি ছদ্মরূপী সহস্রাক্ষ।
কিম্বা দেব জগন্নাথ কিম্বা বিরূপাক্ষ॥
কিম্বা তুমি পরাক্রান্ত ভৃগুর নন্দন।
অথবা জয়ন্ত তুমি কিম্বা ষড়ানন॥
এতজন মধ্যে তুমি হবে কোন জন।
মোর ঠাঁই অন্য কে জীবেক এতক্ষন॥

1. (*a*) From what root is বিস্মিত derived ?

(*b*) What part of speech is বিপ্রবেশধারী, and why is the final ী long ?

(*c*) How would অনুমানি (3rd line) and জীবেক (last line) be written in prose ?

(*d*) Give the derivation of the word অনুমান Mention the different significations, of অনু in composition, and give examples.

(*e*) Why is the ন in জগন্নাথ doubled? Give the rule.

(*f*) Explain the Samas (সমাস) in ছদ্মরূপী (3rd line) and ষড়ানন (6th line), and the Sandhi (সন্ধি) and Samas (সমাস) in সহস্রাক্ষ (3rd line) and বিরূপাক্ষ (4th line)

(*g*) Who was বিরূপাক্ষ, and why was he so called?

(*h*) Who is meant by ভৃগুর নন্দন?

(*i*) Give a short account of ষড়ানন.

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অর্জ্জুনের বাক্য শুনি আরুনি কুপিত।
অরুণ নয়ন যুগ্ম ঘোরে বিপরীত॥
অরুণনন্দন বীর অরুণপ্রতাপে
অরুণ সদৃশ বাণ বসাইল চাপে॥

2. (*a*) Explain the 3rd and two following lines in the above extract.

(*b*) Who is meant by আরুনি?

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দেবমানে তপ কৈল সহস্র বৎসর।
তপে তুষ্টা গঙ্গা দিতে অইলেন বর॥

3. What is the meaning of দেবমানে সহস্র বৎসর?

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অবন্তীনগরে বিন্দ অনুবিন্দ রাজা।
নানা ধন দিয়া সহদেবে কৈল পূজা॥
বিদর্ভনগর চলি গেল পাণ্ডুসুত।
ভয়ুক নৃপতি স্থানে পাঠাইল দূত॥
বাতাধিপ পাণ্ড্য দেশ জিনিল সকল।
কিস্কিন্ধ্যা প্রবেশ কৈল সহ মহাবল॥

4. (*a*) Where are অবন্তী and বিদর্ভ situated, and what are their modern names ?

(*b*) What is meant by পাণ্ড্যদেশ ?

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হস্তী উট বৃষভ কটক নৌকা পুরি।
নানাবর্ণ কত রত্ন লিখিতে না পারি॥
শ্বেত পীত লোহিত অমূল্য যত শিলা।
মাণিক্য বৈদূর্য্যমণি মরকত নিলা॥
প্রবাল মুকুতা হীরা সুবর্ণ মিশাল।
নানাবর্ণ বসন বিবিধ বন ছাল।
কীটজ লোমজ নানাবর্ণ বিরচিত।
হস্তী অশ্ব রথ পত্তি গার্ভী অগণিত।
চতুর্দ্দোলা করি নিল দিব্য নারীগণ।
তমাল শ্যামল অঙ্গ কুরঙ্গলোচন।
অগুরুচন্দন কাষ্ঠ কুসুম কস্তুর।
নানাবর্ণ পক্ষ নিল পিঞ্জরেতে পূরি।

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5. (*a*) Give the meanings of the following words,—মাণিক্য, বৈদূর্য্য, মরকত, প্রবাল, চতুর্দ্দোলা, তমাল, কুরঙ্গলোচন, অগুরুচন্দন, কস্তুরী।

(*b*) How would কীটজ and লোমজ (7th line) be expressed colloquially ?

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বিষদন্তি খরক্রোধে, ভুজঙ্গ দন্তির রদে, যেই প্রভু রাখিলা প্রহ্লাদে।
তাহার চরণ যুগে, দ্রৌপদ শরণ মাগে, রক্ষা কর বিষম প্রমাদে।

যাঁহার উজ্জ্বল চক্র, কাটিয়া মস্তক নক্র, নিস্তার করিলা গজরাজ।
বল করে দূরাশয়ে, শরণ নিলাম ভয়ে, তাঁহার চরণ পদ্ম মাজ।

6. (*a*) Explain the allusion in the 3rd line of the above extract

(*b*) In what cases are মস্তক and নক্র?

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লোহিত নয়ন, লোহিত বয়ন, নেহালে সকোপ দৃষ্টি।
দন্ত কড়মড়, মারিছে চাপড়, বজ্র সম শর বৃষ্টি।
উরুতে জঘনে, ছান্দিল সঘনে, ভূমে গড়াগড়ি যায়।
শ্রম জল অঙ্গে, রণ ধূলি সঙ্গে, ঢাকিল দোঁহার গায়।
রুধিরে জর্জ্জর, দুই কলেবর, অন্তর হইয়া ক্ষণে।
ক্রোধে কায় কম্পে, যেন দুই ঝম্পে, দোঁহা পর দুই জনে।
ঘোর নাদ চোট, দোঁহে বাহুস্ফোট, গর্জ্জিত গর্জ্জনে গর্জ্জে।
পদে ভূ বিদরে, চাপিয়া অধরে, তর্জ্জনী তুলিয়া তর্জ্জে।
সে দোঁহে দোঁহারে, গদার প্রহারে, ভাঙ্গে ভুজ শির পিঠে।
ঘোরতর রণ, ভীত জগজ্জন, গদাঘাতে অগ্নি উঠে।
কেহ নহে ঊন, ধরি পুনঃ পুনঃ, হৃদয়ে হৃদয়ে চাপে।
ভুজে ভুজে ভিড়ি, ভূমিতলে পড়ি, পুনঃ দোঁহে উঠে লাফে
যেন দু বারণ, বারুণী কারণ, যুঝয়ে পর্ব্বত মাঝে।
যেন দু বৃষভে, সুরভীর লোভে, গোষ্ঠের ভিতর যুঝে।

7. Paraphrase the above lines (in Bengali prose) using as many of your own words as possible.

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8. (*a*) Define the principal measures of Bengali Verse.

(*b*) Explain the following terms চরণ, পদ, ছন্দঃ পয়ার, চতুষ্পাদী।

(*c*) Point out the difference between ললিতচ্ছন্দঃ and মালতী চ্ছন্দঃ।

(*d*) What are the essentials of perfect rhyme ?

(*e*) Does any thing strike you as imperfect or inelegant in the following lines ?

গোবিন্দের ইঙ্গিতেতে ইটিল অর্জ্জুন।
পুনঃ গিয়া ধরিলেন যত দ্বিজগণ।
সে সব হইবে নষ্ট তোমার কর্ম্মেতে।
অসম্ভব আশা কেন কর দ্বিজ ইথে।
দ্বন্দ্ব দেখি হরষিত দ্বন্দুপ্রিয় ঋষি।
ঘন করতাল দিয়ানাচেন উল্লাস।
হেন কালে শতক্রতু, অর্জ্জুনের প্রীতিহেতু,
আজ্ঞা কৈল নৃত্যের কারন।

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## PURUSH PARIKHYA.

যে সৎ পুরুষ সংসারবাসনা ত্যাগ করেন এবং গুরুবাক্যেতে প্রত্যয় করেন ও দূরতত্ত্বজ্ঞানলাভের নিমিত্তে দৃঢ়তর আগ্রহ করেন এমত যে যতিতিনি নির্ব্বন্ধীরূপে খ্যাত হন।

শাস্ত্রে কহিয়াছেন যে উপায় রূপ পথবেত্তা অনেক লোক আছেন।

তত্ত্ববোধে নির্ব্বন্ধী হইলে জীব সংসার পারাবারোত্তর্ণ হইতে পারেন এবং বনজ মত্ত হস্তির ন্যায় যে মন, তাহা বশীভূত করিয়া ইন্দ্রিয়গনকে জয় করিতে পারেন, আর সকল বিদ্যার পারগত হইয়া কর্ম্মরূপ যে পাশবন্ধন তাহাহইতে মুক্ত হইতে পারেন, এবং সেই হেতুক মোক্ষ প্রাপ্ত হইতে পারেন।

মন নির্ব্বিষয় হওয়া অতি কঠিন, যেহেতু আশারূপা যে ব্যাঘ্রী সে প্রচুরৈশ্বর্য্য গ্রাস করিয়াও তৃপ্ত হয়না।

9. (*a*) Give the meanings of the following words, সংসারবাসনা

দুর

তত্ত্বজ্ঞানলাভে, আগ্রহ, যতি, নিষ্কর্ম্মী, পথবেত্তা, নির্ব্বিষয়, সংসার পারাবারোত্তীর্ণ।

(*b*) What part of speech is আশারূপা?

(*c*) Explain the Samas (সমাস) and Sandhi (সন্ধি) in প্রচুরৈশ্বর্য্য and সংসারপারাবারোত্তীর্ণ।

নানা প্রকার ধ্যান ধারণাদিতে যোগ সিদ্ধ হয়, হে পুত্র তুমি সেই যোগাবলম্বন করিয়া তত্ত্বজ্ঞানে নিষ্কর্ম্মী হও অর্থাৎ তদেকচিত্ত হও।

10. Explain the above Sentence.

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## Bengali Literature. No. 2.

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Translate the following passages into Bengali prose :—

With aspect mild, and elevated eye,
Behold him seated on a mount serene,
Above the fogs of sense, and passion's storm;
All the black cares and tumults of this life,
Like harmless thunders breaking at his feet,
Excite his pity, not impair his peace.
Earth's genuine sons, the scepter'd and the slave,
A mingled mob! a wandering herd! he sees
Bewilder'd in the vale; in all unlike!
His full reverse in all! what higher praise?
What stonger demonstration of the right?
The present all their care, the future his.
When public welfare calls, or private want,
They give to fame, his bounty he conceals.
Their virtues varnish nature, his exalt.
Mankind's esteem they court, and he his own,
Theirs the wild chace of false felicities,
His, the composed possession of the true.

There was an air of comfort and simplicity in the low but elegant house of the old English officer, that made up for the want of higher pretensions. The view was most beautiful ; the situation on which it had been placed, half way down the slope of the hill towards the river, commanding the whole windings of the Seine and the rich country through which it flows, with the distant metropolis breaking the line beyond. In the foreground were rich wooded banks, with many a beautiful walk down to the river ; while, up the different brakes of the wood, which swept round the lawn in front, might be caught the perspective of long avenues and deep glades, and other lawns beyond. Exquisite taste had apparently been employed to give perfection to everything which the eye now met ; and continual care and attention were evidently busy at all seasons to keep the whole regular and neat. Not a leaf from the trees was to be seen encumbering the ground. The road was as smooth and even as if it were the height of summer, the grass was close shaven, and as even as velvet, and the different flowering shrubs that stood waiting to burst forth in beauty in the spring, were all carefully protected from the frosty air.

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Light not only proceeds ordinarily in straight lines, but such lines or rays emanate from every point of a visible object and proceed in every direction. Any number of rays of light can cross each other in the same point of space without jostling. If a small hole be made from one room into another through a thin screen, any number of candles in one room will shine through this hole and illuminate as many spots in the other room as there are candles in this, all their rays crossing in the same hole without hindrance or diminution of intensity, just as sounds of different character proceed through the air and speak to the ear, each in its own peculiar language, without materially interfering with each other.

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Translate the following passages into English :—

অনন্তর মহ্পাল নৌকায় গুণবৃক্ষাগ্রে উড্ডয়মান পতকা দ্বারা চন্দ্র মণ্ডল স্পর্শ করিয়া এবং নৌকাদণ্ড নিপাতে গভীর

জল আবর্ত্তিত করাইয়া এবং নিশান প্রকাশেতে সকল লোককে ত্রাসযুক্ত করিয়া চতুরঙ্গ সৈন্যের সহিত যাত্রা করিয়া কাশ নগরতে উপস্থিত হইলেন, এবং কাশ পুরর দুর্গের চতুর্দ্দিক নৌকাতে রোধ করিয়া যুদ্ধের প্রথম ক্ষনে দেববর্ষনেতে যুদ্ধব্যসন যুক্ত হইয়া নিশ্চেষ্টরূপে কালযাপন করিতেছেন এবং যে যুদ্ধ জয়ের প্রত্যাশা করিয়াছেন সেই যুদ্ধ জয়ের ব্যাঘাতভয়ে রানীর নিকটে যে প্রতিজ্ঞা করিয়াছিলেন তাহা বিস্মৃত হইলেন।

মূল বিষয়ের যে প্রয়োগ তাহার নাম উদাহরন, সেই মূলের বিপরত বিষয়ে যে উদাহরণ তাহার নাম প্রত্যুদাহরণ। এ স্থলে প্রত্যুদাহরণের অর্থ এই শৌর্য্য এবং বিবেক ও উৎসাহ এই গুণত্রয়যুক্ত বীরপুরুষ দিগের লক্ষণের উদাহরণের পর ঐ শৌর্য্যাদি গুণত্রয়ের একৈক গুণ হন চৌরাদি পুরুষের লক্ষণের উদাহরণ এই প্রত্যুদাহরণ।

পরে রাজা কহিতেছেন হে চোর সকল পরোপদেশজনিত জ্ঞানরূপ যে স্বকয় প্রমাদ তাহাই গণনা করিতেছে তোমাদের যে স্বজ্ঞান দোষজ ভ্রম ইহা বিবেচনা কর না। চোরেরা কহিতেছে মহারাজ আমাদের বুদ্ধি ভ্রম কি? নৃপতি কহিতেছেন তোমা-দিগের বুদ্ধি ভ্রমই নিশ্চয়, যে হেতুক তোমরা বর বৃত্তিতে সমর্থ হইয়া চৌর্য্যব্যবসায় আশ্রয় করিয়াছ, অন্যলোক সকল যে শৌর্য্য হেতুক পৃথিবীমণ্ডলেতে প্রধান হইতেছেন এবং ধনোপার্জ্জন করিয়া আনন্দ করিতেছেন ও পণ্ডিত সমূহেতে বেষ্টিত হইয়া পুণ্য ক্রিয়া এবং পবিত্র যশোলাভ করিতেছেন সেই যে সুখ্যাতি সম্পাদক মহত্তর শৌর্য্য তাহাতে তোমরা চৌরপথা বলম্বন করিয়াছ, হা তোমাদের এই দুর্ম্মতি ত্যাগ হওয়া অতি কঠিন।

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## History and Geography, No. 1.

1. State in brief outline the origin and progress of the commerce between Europe and India.

2. Give an account of the organization and state of the Army under the Mahomedans.

3. Give a Geographical and Historical sketch of Akber's conquests.

4. Who were the most illustrious Rajpoot Princes mentioned in Mahomedan history ? Give a short account of each.

5. Sketch the History of Khan Jehan Lodi's rebellion.

6. Give an account of the Sikhs under Bahadoor Shah and Ferokhsir.

7. Draw a map of Asia shewing the ranges and courses of the principal mountains and rivers.

## History and Geography, No. 2.

The Royal Proclamation being the most important State document of the period of British rule in India the Examiner in English History has thought it right to select his questions with reference thereto.

" Proclamation by the Queen in Council
" To the Princes, Chiefs and People of India

VICTORIA,

" By the Grace of God of the United Kingdom of Great Britain
" and Ireland and of the Colonies and Dependencies thereof in
" Europe, Asia, Africa, America, and Australasia

Queen, Defender of the Faith

" Whereas for divers weighty reasons we have resolved by and
" with the advice of the Lords Spiritual and Temporal and Commons
" in Parliament assembled to take upon ourselves the Government
" of the Territories in India heretofore administered in trust for us
" by the Honorable East India Company, &c."

1. *Queen.* By what Act of Parliament did the House of Brunswick accede to the throne of Great Britain? What were the provisions of this Act?

2. *Victoria.* Trace the descent of our Queen from Henry VII. What became of the descendants of James II?

3. *Great Britain.* When was this name adopted? What were the terms of the Union between England and Scotland? What was the general feeling of the Scottish nation on the subject?

4. *Ireland.* When and how was Ireland conquered by England? Why did the Pope authorize and encourage the invasion? What were the kingdoms into which Ireland was divided at that time? What subsequent campaigns have the English had in Ireland?

5. *United Kingdom.* When and under what circumstances was this designation adopted?

6. *Defender of the Faith.* When and under what circumstances was this title conferred?

7. *Lords Spiritual and Temporal.* Who are the Lords Spiritual and what is the number? Has it increased with the increase of the number of Lords Temporal? What are the functions of the House of Lords.

8. *And Commons.* How many Members are there in the House of Commons? How many of this number are returned by Scotland and how many by Ireland? What kind of bills must be originated in the House of Commons, and why? On what occasions has this right been resolutely maintained?

9. *Parliament.* What are the fundamental steps in making an Act of Parliament? mention instances in which Bills that were passed by the Lords and Commons were rejected by the Crown.

10. What are the principal laws by which the liberty of the people is secured in Great Britain? Give short notices of the circumstances under which they were enacted.

11. *The Honorable East India Company.* What were the terms of the first Charter? When and by whom was this Charter given? What was the state of the Company in the reign of William III?

12. *Administered in Trust.* What were the chief provisions of

Pitt's India Bill ? How did it differ from Mr. Fox's Bill ? Why was the latter thrown out, and how are the objections which were urged against it now met ?

13. *To the Princes, Chiefs, and People of India.* Who are the Chief Native Princes of India ? Classify them according to their several degrees of independence ? In what territories were there British Contingents in 1855 ?

14. Among the people of India what are the principal nations and languages ? Compare the 13 cultivated Indian languages with some of the European languages as regards the number of people by whom they are spoken.

15. " We declare it to be our Royal will and pleasure that none " be in any wise favored, none molested or disquieted by reason of their " religious faith," contrast this declaration with those of Aurungzebe and Tippoo Sultan. Give a life of Tippoo. What pension did he allow to the Widow and Son of the dethroned Hindu Ruler of Mysore ? What was done for them by the English ? What Pensions are now given to Tippoo's son, grandson, grand-daughters and their families ?

16. " All shall alike enjoy the equal and impartial protection of " the law." How did slavery disappear in England ? How and when was it abolished in the Colonies ? How and when was it partially disallowed in India ?

17. What is the difference between a colony and a dependency ? What are the principal colonies and dependencies of the British Empire in *(a)* Europe, *(b)* Asia *(c)* Africa *(d)* America *(e)* Australasia ?

18. Draw a Map of India, shewing by lines differently dotted the boundaries of the British Territories in 1765, 1805 and 1855.

19. At what places has it been proposed to establish European colonies in India ? If India were sunk 600 feet in the sea shew by lines on your map what parts would remain above water.

# Pure Mathematics, No. 1.

## EUCLID, ALGEBRA, AND ARITHMETIC.

1. Define a circle. What is a plane figure ?

2. What are the objections against the axiom which involves the principle of parallel lines ? Mention some of the ways in which it has been proposed to meet these objections. Are they satisfactory ; and if not, why not ?

3. Euclid Book I., Prop. 2. From a given point to draw a straight line equal to a given straight line.

Show that this Proposition admits of eight different forms for the figure. If A be the given point, B C the given line, and A B D the equilateral △ on A B, solve the Proposition by producing the sides of the equilateral △ from A and B through D.

4. Euclid Book III, Prop. 22. The opposite sides of any quadrilateral figure inscribed in a circle are together equal to two right angles.

If a hexagon be inscribed in a circle, the sum of the three alternate angles is constant.

5. Euclid Book VI., Prop. 15. Equal triangles which have one angle of the one equal to one angle of the other, have their sides about the equal angles reciprocally proportional.

If two equal triangles have the sides about one angle of the one reciprocally proportional to the sides about one angle of the other, are these angles necessarily equal ?

6. Euclid Book XI., Prop. 15. If two straight lines which meet one another be parallel to two other straight lines which meet one another, but are not in the same plane with the first two, the plane which passes through these is parallel to the plane which passes through the others.

Draw a common perpendicular to two straight lines in spaces which do not meet, and show that this perpendicular is the shortest distance between the two lines.

7. Prove the rule for pointing in the extraction of the square root of a number.

Extract the square root of two to five places of decimals, and show that it differs from $\frac{99}{70}$ by a quantity less than $\frac{1}{12500}$.

8. A Grocer buys Tea at 5 rupees and at 4 rupees a seer. He mixes them and sells the mixture at 5 rupees a seer. In what proportions are they mixed if he gains 20 per cent.

9. In finding the greatest common measure of two quantities, how may fractional co-efficient be rejected ?

Find the greatest common measure of $x^4 - x^3 + 2x^2 + x + 3$ and $x^4 + 2x^3 - x - 2$.

10. If $\alpha$ and $\beta$ are the roots of the $=^n ax^2 + bx + c = o$ what is the relation between $ab$ and $c$ if $\alpha$ and $\beta$ be (1) equal and of the same signs (2) equal and of opposite signs (3) both of them positive (4) $\alpha$ positive and $\beta$ negative.

11. Eliminate $xy$ and $z$ between the $=^{ns} \frac{y}{z} + \frac{z}{y} = a, \frac{z}{x} + \frac{x}{z} = b, \frac{x}{y} + \frac{y}{x} =$ c, and solve the equation $y + z = \frac{1}{x}$ $z + x = \frac{1}{y}$ and $x + y = \frac{1}{z}$.

12. Find three proper fractions in arithmetical progression, whose denominators shall be 6, 9 and 18, and whose sum shall be $2\frac{2}{5}$.

13. Assuming the Binomial Theorem for $+^{ve}$ Integral indices prove it for fractional indices.

Write down the general term of $\left\{ a^2x + \sqrt[3]{a^4x} \right\}^{\frac{19}{2}}$ and deduce the 10th term.

14. Find the amount of a sum of money in any number of years at compound interest.

How many complete years will elapse before a sum of money has trebled itself at $3\frac{1}{2}$ per cent. per annum compound interest.

Given log 10350 = 4·0149400, and log 3 = ·4771213.

15. The successive converging fractions are alternately less and greater than the true fraction, but become more and more equal to it.

Express $\sqrt{13}$ in the form of a continued fraction.

# Pure Mathematics, No. 2.

## TRIGONOMETRY AND CONIC SECTIONS.

1. If $\cos \cdot = \frac{1}{2}$ give the general formula for the value of $\theta$. In finding $\cos \theta$ from $\cos 2\,\theta$, explain why two values are obtained.

2. Eliminate $\theta$ between the equations $\frac{x}{a} = \cos \theta + \cos 2\,\theta$, $\frac{y}{b} = \sin \theta + \sin 2\,\theta$.

3. Find A from the $=^n$ $\tan 2\,A = 8 \cos^2 A - \text{cotan}\, A$. If $\sin 3\,A = n \sin A$ be true for any value of A besides $o$ and $a$ multiple of 180°, shew that $n$ must be less than 3 and not less than $-1\cdot$ Solve the $=^n$ when $n = 2$.

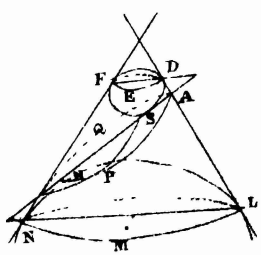
4. Prove the expression $\cos \frac{A}{2} = \sqrt{\frac{s.\,(s-a)}{bc}}$. The sines of the angles of a $\triangle$ A B C are respectively as $1 : \sqrt{3} : 2$. Shew that $B = 60°$.

5. Find the logarithm of 9 to the base $3\sqrt{3}$ and of 125 to the base $\sqrt{5}^3\sqrt{5}$. What is the characteristic of a log:—Find the characteristic of log. ·1 to the base 2, and of log 2 to the base ·1

6. If two sides of a $\triangle$ are 70 and 35 feet respectively and their included $\angle$ is 36° 52′ 12″ find the remaining angles. Given log cotan 18° 26′ 6″ = 10·4771213 and log. 0·3 = $\bar{2}$·4771213.

7. If two sides of a $\triangle$ are given and the angle opposite to one of them ($a\,b$ A) the $\triangle$ can be determined only in the case where the side opposite to the given $\angle$ is the greater of the two. If $a = 3\,b = 5$ $A = 21°\,47'$ find the values of C: given sin 21° 47′ = ·371 sin 38° 13′ = ·6183.

8. A conic section is defined generally in plane Geometry as the locus of a point whose distance from a given fixed point is always proportional to its distance from a given fixed line. The fixed point is called the



focus and the fixed line the directrix. Prove Geometrically the above definition by taking a plane section APQ of the cone itself and by inscribing in the cone two spheres touching the cone in the circles of contact D E F and L M N respectively, and touching the plane A P Q in the points S and H respectively. Shew that the plane A P Q produced is cut by the planes D E F and L M N produced in the directrices and is touched by the spheres in the foci of the curve A P Q.

In what position of the plane A P Q can there be but one sphere and therefore but one directrix? What becomes of the directrices when the section is a circle, and also when it is two straight lines.

9. From the figure in the above question deduce at once that in the ellipse the sum of the focal distances is constant and that in the hyperbola their difference is constant.

10. Shew that the tangent at any point of a parabola bisects the $\angle$ between the focal distance and the diameter through the point.

The subtangent is equal to twice the abscissa.

11. The square of the semi-ordinate of a diameter at any point of a parabola is equal to four times the rectangle under the focal distance of the point and the abscissa ($QV\sqrt{}^2 = 4\ SP.\ PV$) defining the parameter of a diameter as the chord through the focus parallel to the tangent at the extremity of that diameter, deduce its length.

12. Parallelograms formed by tangents at the vertices of conjugate diameters to an ellipse have a constant area.

If CP. CD be any semiconjugate diameters, and the tangents at their vertices intersect in T, then the perpendicular from T upon either focal distance is equal to the same axis minor.

13. If through two points in the same or opposite branches of a hyperbola two parallel lines be drawn to meet the asymptotes the rectangle between the segments and the asymptotes are equal.

The area of the triangle between the asymptotes and a tangent to the hyperbola is constant.

# Mixed Mathematics.

## STATICS AND DYNAMICS.

1 Define Force. What is the difference between Statics and Dynamics ?.

2. Assuming that the resultant of two forces acting at a point is represented in direction by the diagonal of a parallelogram the sides of which represent the forces in direction and magnitude, shew that the diagonal will also represent the resultant in magnitude.

Shew that within a quadrilateral figure, no two sides of which are parallel, there is but one point at which forces acting towards the corners and proportional to the distances of the point from them can be in equilibrium.

3. If three forces acting in one plane hold a body in equilibrium the directions in which they act will either pass through a point or be parallel to each other.

A uniformly heavy square rests with one angle against a smooth vertical wall and is supported by a string equal in length to one of its sides, fastened to another angle and to a point in the wall in the same vertical plane. Find the position of equilibrium.

4. Define the centre of gravity of a body.

Three heavy uniform sides of a square, of which the side A D is wanting, are suspended at the points A and B successively. Shew that the angle between the two positions of B C is $\tan.^{-1} 18$.

5. Assuming the position of the centre of gravity of a triangle, find the centre of gravity of a pyramid on a triangular base.

Find the centre of gravity of a solid included between two right cones on the same base, the vertex of one cone being between the base and vertex of the other cone.

6. Find the ratio of the power to the weight in the screw.

What must be the length of the lever at whose extremity a force of one maund will support a weight of 1000 maunds, the vertical distance between two threads being $\frac{3}{4}$ inch.

7. Define velocity and force and shew how they are measured.

8. State the second law of motion, and some of the circumstances which evince its truth.* In what does its ultimate proof consist?

9. Prove that $S = \frac{1}{2} f t^2$.

A body has fallen from rest 15 seconds, compare the spaces passed through in the 7th and last seconds.

10. Find the time of oscillation of a cycloidal pendulum.

A pendulum which beats seconds accurately on the earth's surface loses 30 seconds in 24 hours when carried to the top of a mountain. Determine the height of the mountain supposing the earth's radius to be 3,958 miles.

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## PROBLEMS.

1. Having given two straight lines place them so that they may be the diameters of the parallelogram having the greatest area.

2. A triangular pyramid stands on an equilateral base and the angles of the vertex are right angles. Shew that the sum of the perpendiculars on the faces from any point in the base is constant.

3. The diameter of an eight anna piece is three fourths of an inch; how many of them can be put flatly on a board a foot square; how many on a board a foot square and half a foot wide?

4. If the 7th April 1859 is on a Thursday on what days of the week were the 1st January 1801—the day of the union with Ireland—and the 23rd June 1857—the day of the Battle of Plasse?

NOTE. "Every year of which the number is divisible by 4 without a remainder is a leap year, excepting the centesimal years, which are only leap years when divisible by 4 after suppressing the two zeros."

5. The following arithmetical puzzle is taken from a periodical of the day.

"Think of a number but do not tell it; multiply it by three—divide the product by two (but if the product should be odd, say so, and in that case add one and then divide by two as above directed). Multiply the quotient by three, divide the product by two (but should the product be odd, say so, and in that case add one and then divide by two). State aloud how may nines are contained in the result."

Shew that the person who set the puzzle has sufficient conditions to tell the number thought of.

6. If A, B and C are the angles of a plane triangle, shew that $\sec.^2 \frac{A}{2} + \sec.^2 \frac{B}{2} + \sec.^2 \frac{C}{2}$

$$= \frac{1}{3}\left\{\left(\frac{a}{\sin. A}\right)^2 + \left(\frac{b}{\sin. B}\right)^2 + \left(\frac{c}{\sin. C}\right)^2\right\}\left\{\left(\frac{\sin \frac{A}{2}}{\frac{a}{2}}\right)^2 + \left(\frac{\sin. \frac{B}{2}}{\frac{b}{2}}\right)^2 + \left(\frac{\sin. \frac{C}{2}}{\frac{c}{2}}\right)^2\right\}$$

7. If $x$, $y$, $z$ be the radii of three circles touching one side of the triangle ABC and the other two produced respectively shew that $\frac{xyz}{abc} = \cos. \frac{A}{2} \cos. \frac{B}{2} \cos. \frac{C}{2}$.

8. Draw a parabola touching a circle in two given points not the extremities of a diameter.

9. Lines drawn through Y and Z—the feet of perpendiculars upon the tangent from the foci—perpendicular to the axis major of an ellipse cut the circles on S P, H P as diameters in L and K, prove that S L, B C and K H being produced will meet in one point.

10. A particle is placed on a smooth square table whose side is $a$ at distances $C_1$ $C_2$ $C_3$ $C_4$ from the corners, and to it are attached strings passing over smooth pulleys at the corners and supporting weights $P^1$ $P^2$ $P^3$ $P^4$ shew that if there is equilibrium.

$$\left(\frac{P^1}{c_1} + \frac{P^2}{c_2}\right)^2 + \left(\frac{P^2}{c_2} + \frac{P^3}{c_3}\right)^2 + \left(\frac{P^3}{c_3} + \frac{P^4}{c_4}\right)^2 + \left(\frac{P^4}{c_4} + \frac{P^1}{c_1}\right)^2$$
$$= \frac{C_1{}^2 + C_2{}^2 + C_3{}^2 + C_4{}^2}{2a^2}\left\{\frac{P^1}{c_1} + \frac{P^2}{c_2} + \frac{P^3}{c_3} + \frac{P^4}{c_4}\right\}^2$$

11. A stick of uniform section and density, consisting of a straight rod and a semicircular arc is supported on a smooth peg, find the position of equilibrium, the thickness being inconsiderable when compared with the length. The centre of gravity of a semicircular arc is at a distance of $\frac{2}{\pi}$ from the centre, the radius being unity.

12. Why can some vessels sail faster with a side wind than with the wind astern? Some vessels can sail "near the wind" that is nearly in the direction from which the wind comes. Explain why they are not blown backwards instead of forwards.

13. A particle is moving under the action of a uniform force the accelerating effect of which ia $f$ If $u$ be the Arithmetic mean of the

first and last velocities in passing over any portion $h$ of the way and $v$ the velocity gained while thus passing, shew that $v\ u = f\ h$.

14. From a point in an inclined plane a body is projected. When at its greatest distance from the plane the line drawn from it parallel to the direction of projection to meet the diameter of the parabola through the point of projection is bisected by the inclined plane and the distance of the point of bisection from the point of projection is one-fourth of the range on the plane.

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# Questions set at the Examination

FOR

## JUNIOR OR SCHOOL SCHOLARSHIPS, THAT IS THE UNIVERSITY ENTRANCE EXAMINATION.

1858-59.

[N. B.—Each Candidate was examined in two languages only of which English was necessarily one.]

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## English, No. 1.

### JOHNSON AND PARNELL.

I.—What is Satiric Poetry ? Into what classes has it been divided ? Give instances of great Satirists in ancient and modern times.

II.—By what examples does Johnson illustrate the vanity of the wish for old age ?

III.—Nor deem, when learning her last prize bestows,
The glittering eminence exempt from foes ;
See, when the vulgar 'scapes, despised or awed,
Rebellion's vengeful talons seize on Laud.
From meaner minds though smaller fines content
The plundered palace or sequestered rent ;
Marked out by dangerous parts, he meets the shock,
And fatal learning leads him to the block ;

Around his tomb let Art and Genius weep ;
But hear his death, ye blockheads, hear and sleep.

(*a*)—Explain the allusion.

(*b*)—Parse " nor deem."

(*c*)—Put in prosaic order, so as to shew the meaning, the lines

" From meaner minds though smaller fines content,
The plundered palace or sequestered rent."

IV.—Distinguish between the direct and indirect sentence. Change the following into the indirect form.

(*a*)—" Breathes there the man with soul so dead
Who never to himself hath said,
'This is mine own, my native land ?' "

(*b*)—Liberty is commensurate with and inseparable from British soil; British law proclaims even to the stranger and the sojourner, the moment he sets his foot upon British earth, that the ground on which he treads is holy, and consecrated by the genius of Universal Emancipation !

V.—When first the College rolls receive his name,
The young enthusiast quits his ease for fame :
Resistless burns the fever of renown,
Caught from the strong contagion of the gown :
O'er Bodley's dome his future labors spread
And Bacon's mansion trembles o'er his head.
Are these thy views ? proceed, illustrious youth,
And virtue guard thee to the throne of truth !
Yet should thy soul indulge the generous heat,
Till captive science yields her last retreat ;
Should reason guide thee with her brightest ray,
And pour on misty doubt resistless day ;
Should no false kindness lure to loose delight,
Nor praise relax, nor difficulty fright ;
Should tempting novelty thy cell refrain,
And sloth effuse her opiate fumes in vain ;
Should beauty blunt on fops her fatal dart,
Nor claim the triumph of a lettered heart ;

Should no disease thy torpid veins invade,
Nor melancholy phantoms haunt thy shade ;
Yet hope not life from grief or danger free,
Nor think the doom of man reversed for thee ;
Deign on the passing world to turn thine eyes,
And pause awhile from learning, to be wise.

State, in your own language, the contents of the above passage.

VI.— Give the literal and exact meaning of the following expressions from " The Hermit"—

' The tenor of his soul.'

---

' His raiment decent.'

---

' Yet still the kindness, from a thirst of praise,
Prov'd the vain flourish of expensive ease.'

---

' Gay parterres '

---

' Luscious wine."

---

' The dappled morn.'

---

' The passage o'er
Was nice to find.'

---

' Second means.'

---

' And' twas my ministry to deal the blow.'

VII.—What prepositions are used after the following words ? Illustrate them in sentences.

| | |
|---|---|
| redolent | trust |
| careful | entrust |
| superior | confident |
| preferable | shocked |
| militate | compatible |
| reduce | enjoin |
| profit | blush |

VIII.—After what Verbs used actively must TO, the sign of the Infinitive, be omitted ? Give examples in sentences.

IX.—Give all the terminations denoting *of* or *pertaining to.* What do the following terminations denote ?

| *Adjectives* | *Verbs.* |
|---|---|
| — ive | — ise or ire |
| — escent | — ish |
| — less | — fy |
| — aceous | — en |

Give examples (in words.)

X —From Cado = to fall (Root *Cad* or *Cas*) and Cædo = to cut (Root *Cid* or *Cis*) form with prefixes, &c. English words.

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# English, No. 2.

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## VICAR OF WAKEFIELD.

1.—" It was out of my power to give my son any assistance, either in attempting to save our goods, or preventing the flames *spreading* to our corn. By this time the neighbours were alarmed, and came running to our assistance ; but all they could do was to stand, like us, *spectators* of the calamity. My goods, among which were the notes I had reserved for my daughter's fortunes, were entirely consumed, except a box with some papers that stood in the kitchen, and two or three things more of little consequence, which my son brought away in the beginning. The neighbours, however, contributed what they *could* to lighten our distress. My honest next neighbour and his children were not the least assiduous in providing us with every thing necessary, and offering *whatever consolation* untutored benevolence could suggest."

Parse the words in italics, and explain accurately the meaning in the above extract of "out of my power," "of little consequence," " by this time," " untutored benevolence," and " not the least assiduous." How does the last phrase differ from " not *in the least* assiduous ?"

2.—Distinguish between human, humane ; council, counsel ; cattle chattel ; plain, plane ; statue, statute ; and parse *born, borne, he laid,* and *he lay.*

3.—How many different parts of speech may each of the following words be :—*fine, object, fair, intimate, sound, state, desert;* and what are their various meanings as such ?

4.—Give the past tense of sing, fling, fly, flee, seek, drink, wear.

5.—*a.*—" It is not *what* is she ? but *what* has she ? is all the cry."

*b.*—" The squire's portrait being found united to ours *was* an honour too great to escape envy."

*c.*—*Having taken* this resolution, my next care was to gather together the wrecks of my fortune."

Parse the words in italics.

6.—What rules of grammar are violated in the following sentences ?

*a.*—" You are a much greater loser than me."

*b.*—" In proportion as either of these two qualities are wanting, the language is imperfect."

*c.*—" Who do you think me to be ?"

*d.*—I have seen him yesterday.

7.—What is the difference between " let us be diligent," and " may we be diligent;" why is the pronoun in different cases in the two sentences ? Explain fully the construction of *let.*

8.—Explain the meaning of the following sentences.

*a.*—" Let us draw on content for the deficiencies of fortune."

*b.*—" Had she but died !"

*c.*—" Description would but beggar, therefore it is unnecessary to describe this new mortification."

*d.*—" Good company upon the road is the shortest cut."

*e.*—" Her tranquillity was the languor of over-wrought resentment."

*f.*—" The less kind I found fortune at one time, the more I expected from her at another, and being now at the bottom of her wheel, every new revolution might lift but could not depress me."

9.—Explain the exact meaning of the following words, giving the etymology where you can.

Prepossess,—undermine,—investigate,—inflexible,—subordinate —transgress,—extraordinary,—familiar,—notwithstanding,—primœval,—farewell,—dishearten,—counterfeit.

10.—Write a short essay on the following subject.

" Every station of life has duties which are proper to it."

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## Bengalee, No. 1.

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### RAMAYANA.

I. দেখিয়া রামেরে ভাবে ভরদ্বাজ মুনি।
বৈকুণ্ঠ হইতে বিষ্ণু আইলা আপনি॥
মুনি বলে রাজা তব সফল জীবিতা।
রাম তব পুত্র কিন্তু জগতের পিতা॥
ভরদ্বাজ এ কালে দেখেন চমৎকার।
দুর্ব্বাদলশ্যাম তনু পরম আকার॥
ধ্বজ বজ্র অঙ্কুশে শোভিত পদাম্বুজ।
শঙ্খ চক্র গদা পদ্মধারী চতুর্ভুজ॥
শঙ্কর বিরিঞ্চি আদি যত দেবগণ।
রামের শরীরে আরো দেখেন ভুবন॥
সমুচিত আতিথ্য করেন ভরদ্বাজ।
সুখে রহিলেন সৈন্যসহ মহারাজ॥
রামের লইয়া মুনি অন্তঃপুরে গিয়া।
শয়ন করেন দোঁহে একত্র হইয়া॥

Paraphrase the foregoing lines (in prose) using as many of your own words as you can.

II. এতেক বলিয়া যদি ভৃগুরাম যান।
ভৃগুর চরণ ধরি জনক সুধান॥

What is the meaning of সুধান, and how would ধরি be written in prose ?

**III.** শ্রীরামের চন্দ্রাননে অমৃত বচন।
প্রকাশিত মন্দং হাসিতে দশান॥

Give the meanings of চন্দ্রানন মন্দং দশন, what is nominative to প্রকাশিত ?

**IV.** হেন কালে করি যদি রাজার উদ্ধার।
ঘুষিতে থাকিবে যশ আমার অপার॥

What are the meanings of হেন and ঘুষিতে ? To what noun does অপার belong ?

**V.** রাজারে কহিয়া এই প্রবোধ বচন।
মুনি বলিলেন চল শ্রীরাম লক্ষ্মণ।

In what cases are রাজারে and শ্রীরাম লক্ষ্মণ ? How would রাজারে be written in prose

**VI.** দশরথ বলিলেন জনক রাজারে॥
শরণ লইলাম দিয়া এ চারি কুমারে॥

By what are রাজারে শরণ and কুমারে governed ?

**VII.** অন্তরে সানন্দ রাজা শুনিয়া বচন।
বাক্ ছলে সভার বুঝেন রাজা মন॥

What part of speech is সানন্দ ? By what is the genitive সভার governed, and what is its meaning, and in what case is the noun which governs it ?

**VIII.** লক্ষ্মণেরে শ্রীরাম কহেন পায়ে ভয়।
জানকীরে খায় বুঝি রাক্ষস দুজয়॥

What part of speech is পায়ে ?—what is its meaning ?

**IX.** নেত্রে নীর ঝরে যেন শ্রাবণের ধারা।
না কহিলে নহে তেঁই কহে রাণী তারা॥

What is শ্রাবণের ধারা? Explain the 2nd line.

**X.** Translate into English the following lines :—

দ্বিতীয় প্রহর রাত্রে উঠিল রাবণ।
চন্দ্রোদয় হইয়াছে উপর গগণ॥
সুশীতল বায়ু বহে অতি মনোহর।
ধবল রজনী দেখি বিচিত্র সুন্দর॥
মধুপানে রাবণ হইল কামাতুর।
বলে চল যাই হে সীতার অন্তঃপুর॥
রাবণের সঙ্গে চলে দশশত নারী।
রূপে আলো করিছে কনক লঙ্কা পুরী॥
চামর ঢুলায় কেহ কারো হাতে ঝারি।
দিব্য নারায়ণ তৈল দেউটি সারি সারি॥

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## Bengalee, No. 2.

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1. Translate the following passage into English :—

বড় সাহেব এই মত পত্র লিখিয়া নবাব সাহেবের নিকট পাঠাইলেন। নবাব সাহেব পত্রপাঠমাত্র অত্যন্ত ক্রোধাসক্ত হইয়া পাত্রকে আজ্ঞা করিলেন, কলিকাতার কুঠীর সাহেব বুঝি আমার বাক্য শুনিলেন না; অতএব আর এক পত্র লেখ যদি বাক্য পালন করেন তবে ভালই; নতুবা আমি কলিকাতা লুঠ করিয়া তাঁহাদিগকে দেশ হইতে বহিষ্কৃত করিয়া দিব। পাত্র নিবেদন করিলেন আপনি দেশাধিকারী, যাহা ইচ্ছা তাহাই করিতে পারেন, কিন্তু শাস্ত্রমত বিচার করিলে ভাল হয়, তাহাতে নবাব কহিলেন, আমার আজ্ঞা লঙ্ঘন করিলে আমি

শাস্ত্র বিচার করি না, তুমি শীঘ্র পত্রের উত্তর লিখিয়া আন; মহারাজ মহেন্দ্র নীরব হইয়া পত্র লেখাইলেন।

2. What is the literal meaning of পাত্র?

3. Why is it ঈ long in নীরব?

4. Translate the following Bengali sentences into English, and the English into Bengali :—

হিতার্থী সুহৃদের বাক্য অবহেলন করিলে পরিশেষে দুঃসহ অনুতাপ সহ্য করিতে হয়।

পরিশ্রম ও অধ্যবসায়ের অসাধ্য কিছুই নাই।

বাল্যকালে বিদ্যাভ্যাস করিলে ভবিষ্যতে সুখের সম্ভাবনা।

He that exalteth himself shall be abased, and he that humbleth himself shall be exalted.

Thus exclaimed the presumptuous Monarch, in the pride of his heart.

Let reason go before every enterprise, and counsel before every action.

By other's faults wise men correct their own.

It is much better to reprove, than to be angry secretly.

Without a friend, the world is but a wilderness.

5. Give the feminines of বিদ্বান, ব্রাহ্মন, পুণয়ী, হরিণ, রাজ্যেশ্বর, and the Masculines of তন্বী, সাধ্বী, গুর্ব্বী, বালিকা

6. The word মন in composition takes a স in some cases (as in মনস্কামনা) but an ে া in others (as in মনোনীত); what is the rule on the subject?

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## Persian, No. 1.

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1. To be rendered into English :

به بی حکم شرع آب خوردن خطاست

وگر خون بفتوی بریزی رواست

اگر شرع فتوی دهد بر هلاک
الا تا نداري زکشتنش باک
وگر داني اندر تبارش کسان
بر ایشان به بخشای و راحت رسان
گنه بود مرد ستم گاره را
چه تاوان زن و طفل بیچاره را
تنت زورمندست و لشکر گران
ولیکن در اقلیم دشمن مران
که وي در حصاري گریزد بلند
رسد کشور بی گنه را گزند
نظر کن در احوال زندانیان
که ممکن بود بی‌گنه درمیان
چو بازارگان در دیارت بمرد
بمالش خیانت بود دست برد
کزان پس که بروي بگریند زار
بهم باز گویند خویش و تبار
که مسکین در اقلیم غربت بمرد
متاعي کزو ماند ظالم به برد
بیندیش زان طفلك بی پدر
وز آهِ دل دردمندش حذر

بسا نام نیکوي پنجاه سال
که یک نام زشتش کند پایمال
پسندیده کاران جاوید نام
تطاول نکردند بر مال عام
که برگشته باد آن خیانت پرست
که بر مال مردم بیارند دست
بر آفاق گر سر بسر بادشاه ست
چو مال از تونگر ستاند گداست
نمرد آن تهي دست آزاد مرد
ز پهلوي مسکین شکم پر نکرد

*a*, Give the infinitives of رسد - گریزد - دهد - بریزي - کن

*b*. What are وز - کزو - زکشتنش - کزان contractions for ?

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II. فی الجمله مقبول سلطان آمد که جمال صورت وکمال معني داشت و حکما گفته اند تونگري بهنر است نه بمال و بزرگي به عقل است نه سال

Explain this passage.

III. حسود را چه کنم کو زخود برنج درست Write out in full the contraction کو زخود

IV. ازان کز تو ترسد بترس ای حکیم

Render this line into English In what mood is بترس

# Persian, No. 2.

1. Write the cases singular and plural of the noun اوستاد *a master.*

2. How many ways may the dative case of a noun be formed? Give examples of three nouns.

3. Give the nominative plural of پري رو *fairy-faced.*

4. How are adjectives made comparative and superlative? Give examples.

5. Render the English expressions, *Whensoever* ; *Every thing; every place* ; *both* ; *each* ; into Persian.

6. Give the auxiliary verbs mostly used, and conjugate the verb داشتن *to have.*

7. To be rendered into Persian:—

*a.* " Suppose that I and my horses should all survive you."

*b.* " May your kindness never be less, I will wait on you myself."

*c.* " Certainly there is no objection. If it would not be too much trouble, come to-morrow morning, or send some person, the bill shall be ready"

*d.* " Sir, a person has brought this note for you and wishes for an answer to it."

*e.* " Go and pour it all into a glass bottle, and put the bottle into ice, that it may cool the sooner ; I am very thirsty, but do not bring it till I ask for it. I may be asleep, and will not have any one to disturb me."

*f.* "I fear there is another cause which prompts you to disparage him. I know he has not much friendship for the Soofies."

8. To be rendered into English:—

*a.* از شما کسي منزلش را ميداند

*b.* نعمت الهي مانند آبست و ما چون ماهي - دمي بي آن زنده نتوانيم

*c.* باوجود اين تنبيهات متعدده هنوز ميترسم که از عادت مستمري پيش از نهار ميوه خوردن پرهيز نکرده باشيد

d. اکنون باید که جریمت نا پرهیزي خود را بدهم

e. حسن کلي این فقرات در تحقیقاتیست که بیان میکنند

f. کی در این عالم بغیر از خودت مي توانست که گفت سادهٔ مرا باین صورت زشت معوّج گرداند

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## Urdu No. 1.

1. To be rendered into English:—

القصه اسنے جاکر چترسین کا پیغام شهزادیکو دیا اور اس گل اندام کے حسن کا بیان اسکے آگے کیا اسنے تمام و کمال سنکر یهه جواب دیا تو میري طرف سے بعد سلام نیاز راجا کي خدمت میں عرض کریو که جو کوئي قباے شاهي اور تاج شهنشاهي چهوڑکر رنج سفرکا اور خرقه فقرکا اختیار کرے اور اپنے بیگانے سے کنارا پکڑے اسکي پا بندي کا خیال کرنا فی الحقیقة پاني پر نقش بنانا اور هوا کو گره میں باندهنا هی

یهه کها اور اسکو رخصت کیا دلاله نے تاج الملوک کے انکار کرنے کي کیفیت راجا سے آکر عرض کي چترسین اسکے اغماض کرنے سے متفکر هوا اور وزیر سے اسکي مشورت کي اسنے عرض کي که ایک غریب بے خان و مان کو اگر بادشاه اپنا مطیع کیا چاهے

تو کیا بڑي بات هی آپ دیکھئے مین اسکو کس گھاٹ اُتارتا هون اور کیسا اُکھاڑ مارتا هون

الغرض وہ مکّار اس بات کے درپی هوا که شہزادیکو چوري کي تہمت لگاکے گنہگار ٹھہرائیے اور اپنا کام اسکے هاتھه سے یون نکالیئے

سچ هی که جو کوئي حکیم مطلق کي حکمت گونا گون کو تامّل کي نظر سے دیکھے تو کسي سر کو خالي سرّ سے نپاوے اور هرایک شر کے بعد ایک خیر ملاحظه کرے

*a.* Of what genders are the following words ;

تاج خیال پابندي خدمت طرف بیان پیغام مشورت

*b.* With which noun does the verb عرض کي (preceding page last line) agree in gender, and what gender is that ?

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II. وہ شخص مجوّز هوا که صاحب نے کیا کھایا کھانا تو سب امانت دھرا هی بے تکلف اور نوشجان فرمائے مین نے کہا کھانے مین شرم کیا هی

*c.* What is the meaning of نوشجان فرمانا

*d.* Is there any difference of meaning between کھانا (1st line) and کھانے (2nd line.)

III. جب پادشاہ نے رحلت فرمائي Why is the verb feminine here, the agent being masculine ?

IV. خدا کي قدرت مین تعجّب کرنا کسي مذهب مین روا نہین

Explain this passage.

# Urdu No. 2.

1. Decline the plural of the nouns دانا *a sage* and پردہ *a curtain.*

2. To how many persons is the pronoun آپ (self,) applicable ?

3. How is the infinitive of a verb obtained ? Give four examples.

4. How are the transitive and causal verbs formed ?

5. What is the mode of forming the Passive voice of a verb ? Give three examples.

6. Express the Ordinal and Cardinal Numbers up to Number Ten in writing.

7. To be rendered into Urdu :—

*a.* "Both of us lived together for upwards of three years."

*b.* "Awake me an hour before sunrise."

*c.* "Go and tell him I shall not be able to come till the evening."

*d.* "After a long march we overtook the enemy, defeated him, and captured all his guns."

*e.* "Hungry and thirsty I arrived at my brother's house, but he took no compassion on me."

*f.* "I have heard all you had to say, but cannot assist you in any way."

8 To be rendered into English :—

*a.* جیسا مناسب جانو ویسا کرو همارا اِسمین کچھہ اختیار نہین

*b.* قلم دوات کاغذ موجود هی مہرباني کرکے همارے لئے چٹھي لکھئے

*c.* کچھہ دیر نہین گھوڑا ابھي آیا چاہتا هی

*d.* سارے شہر کے رهنیوالون پر بڑي آفت پڑي

*e.* کلکتے مین هرایک ملک کے جہاز آتے جاتے هین

*f.* بیان تو کیجئے جو جو باتین همنے تم سے اس معاملے مین کین تو معلوم ہوے که آپ کي سمجھہ مین آئین که نہین

## History.

1.—Distinguish, according to their events, periods and dates, the seven epochs of history since the flood.

2.—Give a brief account of the deliverance of the Israelites out of Egypt, and of their settlement in Canaan.

3.—Mention in order the engagements fought during the first Persian War in Greece, and the names of the respective Generals.

4.—What caused the Peloponnesian War ? how did it terminate ? and what were its effects upon Greece ?

5.—State the origin of the Civil War between Sylla and Marius.

6.—Relate briefly the achievements of the Roman General, Lucullus.

7.—How far did Alexander the Great advance into India ? What arrested his career ? and by what route did he return ?

8.—Who was the first, and who the last sovereign of the Patan or Afghan Dynasty ? Mention the conquests gained by Baber—and the date of his death—describe his character.

## Geography.

1.—It is required to navigate a ship from Calcutta to Alexandria in Egypt :—by what route would she proceed ?

2.—Name six of the principal Rivers of Europe, the countries through which they flow, and the spots from whence they take their rise.

3.—In reading the History of India, what districts of the present day do you understand are included in the old Mahomedan Province of Behar.

4.—Mention the capital cities of the following countries, and give the names of the Seas or Rivers, upon which they are situated : Spain,

Turkey, Holland, Russia, Egypt, China, United States of America, and the Kingdom of Sardinia.

5.—What mountain range separates France from Spain ?

6.—Describe the general boundary of Bengal Proper, or the country inhabited by the people speaking the Bengali language.

7.—Give the names of all the principal mountain ranges in India; their general height; their bearing; the countries they traverse, and the races inhabiting those ranges.

8.—Name eight of the principal tributaries of the Ganges, and mention a few of the large cities on its banks and on the banks of its tributaries.

9.—Give the names of the various nations that border upon India.

10.—From whence do the following Rivers take their rise, and into what Seas do they fall: Godavery, Nurbuddah, Bramapootra, and Ganges ?

11.—Mention a few of the principal towns on the Malabar Coast.

12.—Name the seven grand territorial divisions of South America.

13.—Name the principal nations of Europe and Asia.

14.—Give the names of the Seas that bound, and the countries that border upon Arabia.

## Arithmetic and Algebra.

1.—What do you mean by a *prime number*, a *factor*, a *ratio* ? Resolve 30 and 132 into their prime factors and find their ratio in its simplest terms.

2.—How much muslin at 1 rupee 5 an. 8 pie per yard is equal in value to 143 yards of cambric at 3 rupees 13 an. 8 pie per yard ?

3.—Whether is the product of $2\frac{1}{4}$ and $3\frac{1}{5}$ or the product of $2\frac{1}{5}$ and $3\frac{1}{4}$ the greater ? Extract the square root of the difference.

4.—If a person get a bequest of $\frac{5}{7}$ of an estate of 2000 acres and sell $\frac{2}{5}$ of his share, how many acres does he retain ? Simplify the ex-

pression $\dfrac{1}{10 + \dfrac{1}{2 + \frac{1}{30}}}$

5.—Find by practice the rent of 586 acres 1 rood 31 poles, at £4 1*s.* $10\frac{1}{2}$*d.* per acre.

6.—A piece of land is 11.916 poles broad, how long must it be to contain an acre? Divide accurately 0.063 by 0.036.

7.—How much must be paid for £1250 stock when it sells at 108 per cent.?

8.—Multiply $1 - x + x^2 - x^3$ by $1 + x + x^2 + x^3$; divide $(x^{\frac{2}{3}} - a^{\frac{2}{3}})(x^{\frac{2}{3}} + a^{\frac{2}{3}})$ by $x^{\frac{1}{3}} + a^{\frac{1}{3}}$; and subtract $bcd^2 - (a^2 - b^2)\,bd$ from $(a^2 + bc)\,d^2 - (a^2 - c^2)\,bd$.

9.—Solve the following equations,—

$$(a) \ldots\ldots\ldots \quad 10\,(x + \tfrac{1}{2}) - 23 = b\,x\,(\tfrac{1}{x} - \tfrac{1}{3})$$
$$(b) \ldots\ldots\ldots \quad 5 + 7\sqrt{(\tfrac{2}{3}\,x - b)} = 19.$$

10.—I bought 25 yards of cloth for 223 Rs. 8 annas, for part I paid 8 Rs. 8 annas a yard, and for the rest 9 Rs. 8 annas a yard, how many yards of each were there?

11.—If $m : n :: p : q$, prove that $\dfrac{(m-n)(m-p)}{m} = (m+q)-(n+p.)$

12.—Divide 39 into two such parts that the greater increased by 6 shall be to the less diminished by 3 as 5 to 2.

13.—In a right-angled triangle, the base is 8, and the sum of the hypoteneuse and perpendicular is 12, it is required to find them.

14.—A person has two horses, and a saddle worth 75 rupees; if the saddle be put on the *first* horse, his value becomes *double* that of the *second;* but if the saddle be put on the *second* horse, *his* value will not amount to that of the *first* horse by 150 rupees. What is the value of each.

15.—There are three numbers such that the *sum* of the first and second, divided by their *product* is $\frac{1}{2}$; the sum of the second and third divided by their product is $\frac{1}{3}$; and the sum of the first and third divided by their product is $\frac{1}{4}$. Find the numbers.

# Euclid.

1.—Define a *line* and a *straight line.* What axiom is required to complete our idea of a straight line? State the axiom which immediately results from the definition of a right angle.

2.—Define a rhombus, and shew that its diagonals bisect one another and cut at right angles, what propositions do you assume in your proof?

3.—The ∠s which one straight line makes with another on one side of it are either two right angles or are together equal to two right angles.

4.—Construct a △ of which the sides shall be equal to three given straight lines. Is any limitation necessary? If so, why?

5.—Enunciate the three propositions relating to the parallelism of two straight lines, and prove the first of them.

6.—In any △ A B C, if the ∠s at A and B be bisected by straight lines which meet in D, shew that the line joining D and C will bisect the ∠ A C B.

7.—If the square described on the side of a △ be equal to the sum of the squares described on the other two sides of it, the ∠ contained by these two sides is a right ∠.

8.—(1) If a straight line be divided into two equal parts and also into two unequal parts, the rectangle contained by the unequal parts together with the square of the line between the points of section is equal to the square of half the line.

(2) Prove this also algebraically.

9.—The squares of the diagonals of a parallelogram are together equal to the sum of the squares of the four sides.

10.—If in a ⊙ two straight lines cut one another which do not both pass through the centre, they do not bisect each other.

## QUESTIONS SET AT THE ANNUAL EXAMINATION, MEDICAL COLLEGE, SESSION, 1858-59.

# Final Examination.

## MEDICINE.

1. Enumerate in a general way the diseases to which the brain is subject.

2. Write what you know of the causes, symptoms and pathology of typhoid fever. Have you seen any cases in Hospital, and what was the treatment pursued ?

3. What are the physical signs of solidification of the lungs ?

4. What are the indications of treatment in cases of albuminuria ?

## SURGERY.

1. Give a brief account of the symptoms, pathology and treatment of chronic inflammation of the bladder.

## MIDWIFERY.

1. In what position of the child, and in what condition of the mother, is turning necessary ?

2. Enumerate the signs of pregnancy.

3. Describe briefly the causes, symptoms, pathology and treatment of Phlegmasia Dolens.

# Test and Honor Examinations.

## ANATOMY AND PHYSIOLOGY.

1. The relative situation, structure and functions of the heart.

2. A general description of the nervous system, and the distinctions between the sympathetic and cerebro-spinal system.

3. What are the changes which the food undergoes in the stomach, describe the special fluid secreted by the glands of the stomach and the glands themselves.

4. A general description of the female organs of generation with the structure and functions of the placenta, and the circulation of the blood in the fœtus.

5. Enumerate the five organs of sensation, the origin of their nerves, especially the optic.

## DESCRIPTIVE AND SURGICAL ANATOMY.

1. Enumerate and describe, in the order in which they would be met with in dissection, the parts contained between a line from the chin to the sternum anteriorly, the anterior border of the trapezins posteriorly, the clavicle below, and the base of the jaw with a line from the angle of the jaw to the tip of the mastoid process above, proceeding from the integument to the median line.

2. Describe the parts contained within the orbit, with their relations to each other, (the description not to include that of the internal structure of the globe of the eye.)

3. Give the course and relations of the aorta from its commencement to the termination of its thoracic portion.

4. Describe the structures involved in femoral hernia.

5. Describe the formation and relations of the brachial plexus of nerves, with the branches to which it gives origin, tracing the latter as far as the elbow joint.

6. Describe the structure, position, and relations of the velum interpositum.

7. Describe the popliteal space and its contents.

8. Enumerate the principal differences between the male and female pelvis.

9. Describe the position and connections of the kidneys.

## DESCRIPTIVE AND SURGICAL ANATOMY

### FOR 1ST YEAR STUDENTS.

1. Name and describe the bones on the table, mentioning the muscles and ligaments which are attached to them.

2. Describe the origins and insertions of the adductor muscles of the thigh with their relations to other muscles and to each other.

3. Enumerate and describe the muscles attached to the hyoid bone.

4. Give a description of the pharynx detailing its connections with the neighbouring bones, muscles and ligaments.

5. Describe the peritoneum and its connections with the abdominal and pelvic viscera.

6. What are the different classes of articulations met with in the human skeleton, and to which of these classes do the following articulations belong.

The Scapula with the Humerus.
The Parietal with the temporal.
The Vomer with the Sphenoid.
The Sacrum with the os innominatum
The Humerus with the Ulna.

7. What muscles flex and what extend the elbow joint.

8. Describe the origins and insertions of the pronator muscles of the fore-arm.

9. Describe the deep muscles on the posterior surface of the leg, with their relations to each other throughout their course.

## BOTANY.

1. Describe the ovule, and its various inflections.

2. Enumerate and define the different kinds of æstivation.

3. Explain the following terms relating to the duration of plants.—

| | |
|---|---|
| Annual. | Perennial. |
| Biennial. | Monocarpic. |

4. What is the difference between a definite and an indefinite inflorescence.

5. Give the characters of the natural family composite.

6. What are the distinguishing characters of the family of mosses ? —Describe the reproductive process in these plants.

7. In the specimens of plants upon the table, describe the characters of the leaves, inflorescence, and the different parts of the flower in succession beginning from the outermost verticil, and mention the great class to which each belongs.

## MATERIA MEDICA.

1. What do you understand by the physiological action of a medicine—what by its therapeutic action ?

2. Explain how a diuretic taken into the stomach is enabled to affect the kidneys—an expectorant the bronchial mucus membrane—a narcotic the brain.

3. State the general medicinal properties of the natural order solanacæ. Enumerate the plants of the order contained in the Materia Medica.—State the officinal preparations of the plants, their doses and their physiological actions.

4. Enumerate the preparations of mercury. State the mode of employment or administration of each preparation and its dose.

5. How is calomel prepared ?

6. How are purgatives classified ?—Enumerate the most important purgatives and their doses.

7. Whence is strychnia derived ?—What is the nature of its physiological action ?—In what doses is it administered ?

8. What do you understand by the cumulative action of a medicine? Enumerate the medicines whose effects are cumulative, and state what precautions you would take in using them ?

9. What is a sudorific ? Enumerate the most important medicines of the class and their doses.

10. What is a diuretic? Enumerate the most important medicines of the class and their doses.

11. Enumerate the preparations of opium and their doses, and state whether any precautions are requisite in giving opiates to very young children.

12. Enumerate the medicines used as emetics. State the doses in which they are given, and the peculiarities which attend the action of different emetics.

## CHEMISTRY.

1. What is the origin of fat in the animal body, and what are the functions it performs in the system?

2. What re-agents and apparatus would you require for the qualitative analysis of urinary Calculi?—Opposite each re-agent or instrument state in a very few words the chief uses for which you require it.

3. What are the sources of the urine?—If the excretion were suppressed, what constituents of it would you expect to find in the blood, and how would you detect them there?

4. How would you determine the presence of bile, sugar, and phosphatic sediment in the urine?

5. Name the minerals on the table* and state the chief uses to which they are applied?

* Minerals on the table.
1. Iceland spar.
2. Dolomite.
3. Flour spar.
4. Iron pyrites.
5. Magnetic Oxide of iron.
6. Malachite.

6. What arrangements, as far as the battery and circuit wires are concerned, would you make for the explosion of a distant charge of gun-powder?

What battery would you use if you had to construct it yourself with only the resources of a bazar at your command?

How would you construct the battery?—What advantages or disadvantages would it possess?

Explain the changes, chemical and physical, which would occur in the closed circuit, at the instant before the explosion of the powder.

(Sd.) F. N. MACNAMARA, M. D.,
*Professor of Chemistry.*

## MEDICINE.

1. Describe minutely the morbid anatomy and the symptoms and signs of tubercular phthisis.

2. Make drawings of the microscopic objects found in the sediments of urine, and write opposite to them what they indicate.

(Sd.) E. GOODEVE,
*Professor of Medicine.*

## SURGERY.

1. State what you know of the causes, nature and treatment of urinary abscess.

2. What is pyaemia?—What are its causes, symptoms and treatment, and what post mortem signs would you expect to find ?

3. What are the symptoms and treatment of fistula in ano?

4. Describe Syme's amputation at the ankle joint.

5. What are the signs of dislocation of the femur on the Dorsum Ilii, and how do you distinguish it from other accidents ?

6. What is epithelioma ? What are its characters, physical and microscopical, and how do you distinguish it from truly malignant growths ?

(Sd.) W. S. PLAYFAIR,
*Officiating Professor of Surgery.*

## CLINICAL MEDICINE.

1. Describe the symptoms which characterize the accession and progress of a case of acute hepatic dysentery, tracing the case on the one hand to a termination in cure, or on the other hand to a termination in death, from progressive ulceration terminating in perforation.

How would you treat the case in its early stage before indications of ulceration have taken place ? How in its latter stage with unequivocal symptoms of extensive ulceration ?

2. A patient presents himself with the following symptoms :

1*st.*—General emaciation and diarrhœa.

*2nd.*—Cough.

*3rd.*—Diminished mobility of the upper ribs on full inspiration on the left side.

*4th.*—Flattening below the left clavicle.

*5th.*—Moist rales of different degrees of fineness over the upper lobe of the left lung, heard in the supra and infra clavicular, the upper scapular and axillary regions.

*6th.*—Cavernous respiration with gurgling in the centre of the left infra clavicular region with pectoriloquy and cracked pot sound.

*7th.*—Dulness on percussion in the whole of the above regions.

*8th.*—Diminished mobility of ribs in right infra clavicular region with

*9th.*—Absence of vesicular respiration.

*10th.*—Tubular breathing.

*11th.*—Increased vocal resonance.

*12th.*—Dulness on percussion.

*13th.*—Mômmular expectoration, consisting of pus and irregular nucleated corpuscles mixed with granular matter.

What would you say was the matter with such a patient? What would be your diagnosis? What pathological condition would you say that each of the above signs indicated? What would be the general plan of treatment you would adopt?

What prognosis would you give?

3. Describe the symptoms of acute hepatitis, and state how you would treat the disease.

## CLINICAL SURGERY.

1. Describe the principal kinds of tumours met with in connection with the upper jaw, describing the operations requisite for their removal with especial reference to the anatomy of the parts involved.

2. What is fistula in ano? What causes give rise to it, and what is the proper method of treatment?

3. A patient is brought to you suffering from retention of urine what line of treatment would you pursue?

4. Describe the principal varieties of fracture of the bones of the

lower extremity, detailing the treatment requisite for each.

N. B.—Illustrate your answers as far as possible by reference to cases you have met with in the Hospital.

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## SELECTIONS FROM THE QUESTIONS SET AT TEACHERSHIP EXAMINATIONS IN 1858–59.

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## Examination at Berhampore in August, 1858.

FOR FIRST SECOND AND THIRD GRADE CERTIFICATES.

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1. Detail the steps by which you would teach young children to distinguish the following parts of speech ; Nouns, Adjectives, Pronouns, Verbs, Prepositions. Illustrate your lesson by examples.

2. Enumerate the chief faults in reading, observable in Hindu students of the English Language ; and state how you would correct them.

3. What principle underlies the practice of simultaneous reading ? point out the advantages and disadvantages of this mode of teaching to read.

4. Enumerate exactly the elements of good reading.

5. What method would you adopt in giving a dictation lesson to the 6th year class of a zillah school ?

6. How, in your opinion, can native youths be best taught the sounds of English letters in monosyllabic words ?

7. What different methods are there of teaching the elements of reading in any language ?

8. Describe the methods you would adopt to keep alive the attention of a class of young boys engaged in reading very easy narrative pieces ?

9. How would you teach 4th or 5th year students to write abstracts of lessons ? When would you correct these abstracts ; and when and how give practical lessons upon them to the individual or to the class ?

10. What methods would you adopt to teach map drawing to a class of beginners ?

11. Write the notes of a lesson in Geography, to enable you to give your pupils a clear idea of Latitude and Longitude, and of the geographical position of Bengal as defined by them.

12. Write the notes of a lesson on the lungs ; the leading idea being the necessity of breathing a sufficient quantity of pure air.

13. Write the notes of a lesson for a juvenile class on Integers, Fractions, Notation and Numeration.

14. For what kinds of lessons is the black board most useful ? Describe the use of it in each of these ?

15. Describe exactly the uses of the arithmetician.

16. Give a concise account of every step in teaching the four cardinal rules of arithmetic : Illustrate by short examples.

17. Draw up a time table for a school of 150 pupils, whose ages vary from 7 to 14 ; the course of instruction being equivalent to that in a zillah school.

18. What is an average ? How would you find the average of attendance monthly and yearly ?

19. What are the chief objections urged against collective lessons ? How would you prevent the injurious effects to which these objections refer ? What kind of collective lessons are useful for training the mental faculties ?

20. Give some account of Observation, Memory, Understanding, as mental acts bearing upon the art of teaching.

21. What principles should guide you in cultivating the senses, and in training the moral powers ? What observances are of the greatest importance in the moral training of children ?

22. What are the several duties of the Head Master of a school such as the Government zillah schools ?

23. What are the most essential points to be kept in mind in arranging a school room and preparing a time table ?

24. Sketch the leading features of the four great modes of teaching that follow :—the monitorial ; the intellectual ; the infant or Pesto-

lozzian, and the Glasgow, or Training system. Point out concisely the advantages and defects of each.

N. B. Candidates for the 3rd Grade Certificate are required to answer any twelve of the first 16 questions. Candidates for the 1st and 2nd Grades will answer the last 8 questions and any 6 of the other.

## Examination at Kishnaghur in September, 1858.

1. What are the general principles that guide the preparation of notes of Lessons ? Take one of the following subjects, and write the note of Lesson on it, first for a class of boys about 9 or 10 years of age; and then for a class of boys of the average age of 16:—Cotton ; Sugar; Graminivorous animals ; the Printing Press ; the steam Engine.

2. What do you understand by Collateral information ? How would a judicious Teacher determine the extent of such information ?

3. Show the advantage of Contrast and Resemblance in teaching Geography and History.

4. Explain the advantage of connecting the study of Geography with that of History : and the method you would adopt to make your lesson on each subject bear upon the other.

5. Give a rough outline of a lesson :—1st on the Geography of the Kishnaghur and Moorshedabad Districts ; 2nd on the History of the early settlement of the English in Bengal ; using the black board in giving both lessons.

6. Explain the steps by which you would convey to a young class, a clear idea of Proportion, as it forms the Basis of the Rule of Three ; deducing the process of operation from its principles.

7. Show how you would explain to an advanced class, the principles of the Rule for reducing recurring Decimal to Vulgar Fractions.

8. Give a clear account of the Gallery system of teaching. What things are essential to its effective use ; and for what kind of instruction is it specially adapted ? What, if any, are its defects, and how would you remedy these.

9. What general principles should guide the preparation of a school routine? Organise a school of 100 pupils, of ages ranging from 8 to 15 and draw up a routine of studies for them with a time table.

10. Discuss briefly the influence of Rewards and Punishments on school Training.

11. What evils in a school is it the object of discipline to remedy? How far is it desirable to secure the co-operation of the pupils in maintaining discipline?

12. *How would you deal with a class of boys some of whom were* obstinate, others listless, idle, or mischievous so as to bring them into proper training?

13. Point out how you would secure diligence and accuracy of information in a class of young children.

14. Define attention. How would you form a habit of attention in young minds.

15. What different methods would a skilful master resort to in order to excite and keep alive attention in dealing with the Mental Constitutions following:—the feeble, the sluggish, the valable, the quick.

16. Distinguish between the faculties of *Perception* and *Conception,* and state how you would cultivate these faculties in very young children.

17. Explain the synthetical, the Analytical, the Demonstrative, and the Dogmatical methods of instruction.

18. Explain fully the Interrogative and Elliptical methods of teaching: and point out clearly under what circumstances each may be judiciously used; and when the use of one or other would be injurious.

N. B. The first 8 of these are for Candidates for the 3rd Grade. The last 10 are for 2nd Grade Candidates.

## Examination at Calcutta in September, 1858.

1. The countries of the world, in which Education is most general, are Germany, Prussia and the United States of America. In these countries the system of Pestalozzi generally obtains. It is therefore

probable that half the number of improved National Schools in the world now follow this system. It is right therefore to expect even in India some knowledge of its principles in Teachers State briefly what you know of it shewing its comparative advantages and defects.

2. National Education in Great Britain is now based on the "Pupil Teacher system." Explain this system, mentioning the qualifications necessary to become a Pupil Teacher, the length of the course, the subjects for each year, the remuneration of the Pupil Teacher and of his Master, and the future course recommended for the pupil.

3. Describe the attendance Registers required in a Zillah School. State how you would find the average daily attendance for a month and for a quarter, and also the average number of days attended by each child in a month. In obtaining the quarterly average of daily attendance is it correct to add together the monthly averages and divide by three ? If not, why not ? Is the error, if any, appreciable ?

( This question is given because in India as well as in Great Britain, there is sometimes difficulty in getting correct averages. )

4. Stowe strongly recommends the practice of teaching by Ellipses. On what grounds does he recommend it and what are its practical disadvantages ? Write a short model-lesson with Ellipses for a class of boys not more than ten years of age, on " the Moon."

5. The principal methods of teaching to read now used in the Aided Schools of Great Britain, are :—

1.—The Alphabetical method.

2.—The system of Jacotot.

3.—The Phonic method.

4.—The Phonetic method.

What are the advantages and disadvantages of each ?

6. What kind of questions would you call good, and what bad, if given to junior classes on an Historical Narrative ?

7. Give notes of a lesson on objects, subject,—A cedar pencil ?

1.—As an exercise of perception, for children 6 years of age.

2.—As an exercise of observation, for children of 9 years of age

3.—As an exercise of reflection, for children of 12 years of age.

FOR SECOND GRADE CERTIFICATES.

1. Describe the means you would adopt for engaging the attention of a class before beginning a lesson and for maintaining or restoring it as the lesson proceeds.

2. Write the notes of a lesson on one of these subjects, Gold—Air—Wages.

3. Define what you mean by method, and give a detailed account of the method you propose to adopt in teaching one of the following subjects :

Arithmetic—Writing—Reading.

4. What expedients would you adopt to inculcate truthfulness in a School, and what do you understand by the *Education* of a child ?

5. Write an essay on one of the following subjects :

Other things besides the gravity of the offence are to be taken into account in the punishment of a child.

The teacher should be what the children ought to be.

6. Write down twelve questions that you would put to a class on the following passage :

Edward the Confessor, having lived long in France, appears to be the first who introduced any mixture of the French tongue with the Saxon ; the Court affecting what the Prince was fond of, and others taking it up for a fashion, as it is now with us.

FOR THIRD GRADE CERTIFICATES.

1. Write the first line of your first answer in round hand, and the second and third in small hand as specimens of your hand-writing ?

2. What are the common errors made by Bengali boys in the pronunciation of English words ?

3. By what devices can little children under six or seven years of age be made to feel a real pleasure in learning their Alphabet ?

4. It is now generally allowed that the best way of teaching spelling is by writing at dictation. But in a large class, which must be kept

continually employed, it is a great task on the teacher's time to examine and correct each boy's slate. Mention some plans by which errors may be detected without much loss of time.

5. Explain how to use an arithmeticon in teaching a class addition.

6. Subtract 4,687 from 5,462, and explain the reason of each step.

7. "To load a child's memory with innumerable dates, or with names of persons or places of which he can know nothing but the names, is a cruel waste of time and intellect." Bearing this in mind, how will you teach History and Geography ?

8. Ask 20 questions in Grammar all of a different kind on the above quotation.

9. Write notes of a lesson on objects for a class of boys about 10 years of age on "Iron," and also on the same subject for a class of boys fourteen years of age.

## Examination at Chittagong in December, 1858.

FOR SECOND GRADE CERTIFICATES.

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1 Draw out a routine of study for the classes in three last years of a zillah school, whose standard is the University Entrance Examination. Shew the number of hours in a week given to each subject, and the time which each subject will occupy.

2. Draw out a six year course of study for a vernacular School.

3. Shew clearly how to find the average daily attendance of a class in a month and in a quarter—also the average number of days in a month attended by each boy.

4. The principal methods of teaching to read, now used in the aided Schools of Great Britain are

(1.) The alphabetic method.
(2.) The system of Jacotot.
(3 ) The Phonic method.

What are the advantages and disadvantages of each ?

5. In children under 8 years of age what faculties are most active? What methods of instruction are consequently most pleasing to them?

6. Illustrate your answer by developing the idea of form.

7. What modes of punishment do you recommend for observance in a zillah school.

FOR THIRD GRADE CERTIFICATES.

1. What books have you read, and what instruction have you received on the art of teaching.

2. Give a short analysis of one of these books.

3. What plan would you pursue to teach children arithmetic?

4. Give your notes for an object lesson to children of 10 years old on the subject of "paper."

5. How would you teach little children to read?

6. Ask and answer twelve different questions on the geography of Chittagong.

## Examination at Midnapore in January, 1859.

1. Explain fully what is meant by the term "Picturing out in words" as used by Stowe.

2. State the distinction between *Teaching* and *Training*.

3. What is the object in dividing the boys of a school into classes, and what qualifications on the part of the Teacher are necessary for the realization thereof.

১ সুশিক্ষ্যা কাহাকে বলে?

২ বালকদিগকে শ্রেণীবদ্ধকরিয়া শিক্ষ্যা দেওনে উদ্দেশ্য কি? শিক্ষকের কোন২ গুনের অসদ্ভাবে তাহা বিফলি কৃত হয়?

৩ লালনে বহোবো দোষাঃ তাড়নে বহোবো গুণাঃ।
অর্থাৎ লালনে অনেক দোষ; তাড়নে অনেকগুণঃ।
শিক্ষ্যা বিষয়ক এই প্রাচীন মতের অন্য দেশে এইক্ষণে কিরূপ প্রাদুর্ভাব?

# Examination at Dacca in March, 1859.

## FIRST PAPER.

1. What books have you read and what instructions have you received of teaching and of a School Master's duties?

2. Give a brief synopsis of one of these books of this subject.

3. What different methods have been proposed for teaching children to read, and on what grounds?

4. How would you teach subtraction and especially the case of what is called the carrying one, to a class of young children?

5. In what lessons and to what extent would you use the "black board"? Give an instance in a geography lesson.

6. What do you understand by the expression "notes of a lesson"? what is their object and use? State the principle on which they should be arranged, and shew it practically in the notes of two object lessons on "broad cloth," one for a class of seven years, and the other for a class of twelve years of age.

## SECOND PAPER.

1. Describe the "pupil teacher" system, under which educational operations in Great Britain during the last 15 years have been so vastly extended, shewing the length of the course, the attainments required at the commencement and at the end of each year of the course, and the remuneration given to the pupil teacher and to his master.

2. The English Government has twice pressed on the attention of the authorities in India the expediency of trying the pupil teacher system. What duties would you allot to pupil teachers, and for what length of time would you entrust a class to each, and why? In a school where pupil teachers are apprenticed, what are the chief benefits to be expected, and what the chief evils to be guarded against by the Master as well as by the Apprentices?

3. Nine-tenths of the schools in Germany, three-fourths of the schools in the United States and numerous schools in Great Britain follow, with slight variations, the system of Pestalozzi. Hence more than

half the schools in the world follow this system. Describe the Pestalozzian system, mentioning its principal advantages and disadvantages.

4. Government statistics require averages, and in nothing do teachers make more mistakes than in averages. Shew how to find the average monthly attendance, the average half-yearly attendance in your school, the half-yearly percentage of attendance, and the average monthly percentage of presence and of absence for one boy in the course of a year.

5. What registry books do you conceive to be necessary, in order that the condition and circumstances of a school may be accurately known ( 1 ) to the Master ( 2 ) to the Managers ( 3 ) to the public and to Government ? Give your reasons.

6. Describe some of the defects of Elementary Vernacular Schools.

7. State the number of hours which you would devote in a week, to each subject of instruction ; and the method you would adopt in teaching. ( a ) Writing ( b ) Geography ( c ) Arithmetic. ( d ) Grammar ( e ) Spelling.

*Return of Candidates passed during the year for Employment or Promotion in the Education Department.*

| Names of passed Candidates. | Where Educated. | Employment at the time of Examination. | When and where Examined. | Grade of Certificate gained. |
|---|---|---|---|---|
| Troyloko Nauth Dey, ... | Berhampore College, ... | None, ... | Berhampore August 1858, | Low 3rd Grade. |
| Gobind Chunder Mitter, ... | Ootterparah School, ... | 8th Master Berhampore College, ... | ... Ditto, ... | Medium 2nd ditto. |
| Neel Money Gangooly, ... ... | Kishnaghur College, ... | 6th ditto ditto, | ... Ditto, ... | Ditto. |
| Bisto Chunder Mookerjee, ... | Hooghly College, ... | 7th ditto Kishnaghur College, ... | Kishnaghur Sept. 1858, ... | Ditto. |
| Mutty Lall Sircar, ... ... | Kishnaghur College, ... | ... None, ... | ... Ditto, ... | Ditto 3rd ditto |
| Shib Chunder Shome, ... ... | Hooghly College, ... | 2nd ditto Balasore School, ... | ... Ditto, ... | High 3rd ditto |
| Gonesh Chunder Chowdry, ... | Kishnaghur College, ... | ... None, ... | ... Ditto, ... | Ditto. |
| Judoo Nauth Bose, ... ... | Presidency College, ... | ... None, | Calcutta, September 1858, | Medium 2nd ditto. |
| Saroda Bhooshun Sanyal, ... | Beauleah School, Berhampore and Presidency Colleges, ... | ... None, ... | ... Ditto, ... | High 3rd ditto. |
| Cally Mohun Chowdry, ... | Beauleah School, Berhampore and Presidency Colleges, ... | ... None, .. | Presidency College September 1858, ... | Medium 2nd ditto. |
| Peary Mohun Banerjee, ... | Baraset School, and Presidency College, ... | ... None, ... | ... Ditto, ... | Low 2nd ditto. |
| Opendro Nauth Mitter, ... | Colootollah Branch School and Presidency College, ... ... | ... None, ... | ... Ditto, ... | Ditto. |

| Names of passed Candidates. | Where Educated. | Employment at the time of Examination. | When and where Examined. | Grade of Certificate gained. |
|---|---|---|---|---|
| Prossunno Coomar Sen, ... | London Missionary's Institution, Bhobanipore and Presidency College, ... | ... None, ... | Presidency College, September 1858, ... | Low 2nd Grade. |
| Mothoranath Burmono, ... | Hooghly College, ... | ... None, ... | .. Ditto, ... | Ditto. |
| Judu Gopal Bose, ... | Presidency College, ... | Head Master Sheebpore Anglo Vernacular School, ... | ... Ditto, ... | Medium 2nd ditto. |
| Isher Chunder Chuckerbutty, | Pubna School and Presidency College, ... | ... None, ... | ... Ditto, ... | High 3rd ditto. |
| Judoonath Mokerjee, ... | Hooghly and Presidency Colleges, ... | ... None, ... | ... Ditto, ... | Ditto. |
| Kristo Mohun Mookerjee, ... | Hindoo School and Presidency College,... | ... None, ... | ... Ditto, ... | Ditto. |
| Dinno Nauth Mookerjee, ... | Jonye Training School and Presidency College, ... | Head Master, Adool School, ... | ... Ditto, ... | Low 2nd ditto. |
| Tareny Churn Mookerjee, ... | Baraset School and Presidency College, ... | ... None, ... | ... Ditto, ... | Medium 3rd ditto. |
| Prossunno Coomar Goopto,... | School Society's School, (the Coloootollah Branch School.) ... | 14th Teacher Coloootollah Branch School, ... | ... Ditto, ... | Ditto. |
| Kristo Mohun Dey, ... | Hooghly College, ... | ... None, ... | ... Ditto, ... | Low 3rd ditto. |
| Janokinath Sen, ... | Coloootollah Branch School, ... | Record-keeper Master's Office Supreme Court, ... | ... Ditto, ... | Medium 3rd ditto. |

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| Kadarnath Banerjee, ... | Hindu School and Presidency College, | ... None, ... | ... Ditto, ... | Medium 3rd ditto. |
| Gopal Chunder Halder, ... | Hooghly College, ... | 2nd Master Khamargachee aided School, | ... Ditto, ... | Ditto. |
| Protab Chunder Chatterjee, ... | Presidency College, ... | ... None, ... | ... Ditto, ... | Medium 2nd ditto. |
| Bhoobun Chunder Banerjee, ... | Hindu School and Presidency College, ... | ... None, ... | ... Ditto, ... | High 3rd grade |
| Brojonath Goopto, ... | Tipperah School, Dacca and Presidency Colleges, ... | Offg. Extra Master Hindu School, ... | ... Ditto, ... | Ditto. |
| Boycuntnath Pall, ... | Hindu School and Presidency College, ... | ... None, ... | ... Ditto, ... | Ditto. |
| Bunnomali Mullick, ... | Presidency College, ... | ... None, ... | ... Ditto, ... | Ditto. |
| Heralall Banerjee, ... | Hindu School and Presidency College, ... | ... None, ... | ... Ditto, ... | Low 2nd ditto. |
| Dwarkanath Mookerjee, ... | Hooghly College, Colootollah Branch School and Presidency College, ... | ... None, ... | ... Ditto, ... | High 3rd ditto. |
| Brojendro Coomar Banerjee, ... | Serampore College. .. | ... None, ... | .. Ditto, ... | Low 2nd ditto. |
| Russicklall Banerjee, ... | Burrisaul School and Presidency College,... | .. None, ... | ... Ditto, ... | High 3rd ditto. |
| Nittanundo Nundy, ... | General Assembly's Institution, ... | Student Medical College, ... | ... Ditto, ... | Low 2nd ditto. |
| Romanath Nundy, ... | General Assembly's Institution, Colootollah Branch School and Presidency College,... | ... None. | Presidency College September 1858, ... | Low 2nd ditto. |
| Romanath Mookerjee, ... | Hooghly College and ditto Branch School and Medical College, | ... None. ... | .. Ditto. ... | Medium 3rd ditto. |

| Names of passed Candidates. | Where Educated. | Employment at the time of Examination. | When and where Examined. | Grade of Certificate gained. |
|---|---|---|---|---|
| Koylas Chunder Sen, ... | Kishnaghur and Berhampore Colleges, ... | ... None, ... | Presidency College September 1858, ... | Medium 3rd Grade. |
| Khetter Pal Dass, ... | Baraset School and Presidency College,... | 6th Master Baraset School, ... | ... Ditto, ... | Ditto. |
| Kashinath Ghosal, ... | ... Ditto, ... | ... None, .. | ... Ditto, ... | Ditto. |
| Baneymadub Muzundar, ... | Howrah School and Presidency College,... | 3rd Master Chackdigy Government aided School, ... | ... Ditto, ... | Ditto. |
| Gopal Chunder Deb, ... | Ootterparah Government School and Presidency College. ... | Head Master Sookechur aided School, .. | ... Ditto, ... | Ditto. |
| Hurrish Chunder Mitter, ... | Presidency College, ... | Writer in the Office of Mr. J. Davis, ... | ... Ditto, ... | Ditto. |
| Sree Gopal Mookerjee, ... | Russapuglah School and Presidency College, ... | ... None, ... | ... Ditto, ... | Low 3rd ditto. |
| Nobo Coomar Chuckerbutty, | Ootterparah School and Presidency College,... | ... None, ... | ... Ditto, ... | Ditto. |
| Beereshur Chuckerbutty, ... | Chinsurah Free Church Institution and Presidency College, ... | ... None, ... | ... Ditto, ... | Medium 3rd ditto. |
| Pearyloll Mookerjee, ... | Colingah Branch School, | ... None, ... | ... Ditto, ... | Low 3rd ditto. |

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| Gopalchunder Roy, ... | Ootterparah School, ... | Librarian Ootterparah School, ... | ... Ditto, ... | Ditto. |
| Nilcunto Banerjee, ... | Jonye School and Presidency College, ... | 3rd Teacher in the Juvenile Department Jonye School, | ... Ditto, ... | Medium 3rd do. |
| Biprodass Banerjee, ... | Baraset School, ... | Offg. 2nd Master Chittagong School, | Chittagong, December 1858,... | Middle 2nd ditto. |
| Omachurn Dutt, ... | Chittagong School, ... | 4th Master Meer Hyah Aided School, | ... Ditto, ... | Middle 5th ditto. |
| Doorgachurn Dutt, ... | ... ditto, ... | 6th Master of the Chittagong School, | ... Ditto, ... | High 4th ditto. |
| Doorgadass Dustidar, ... | Chittagong School and Presidency College, | Clerk in the Commissioner's Office of this District, ... | ... Ditto, ... | Low 3rd ditto. |
| Nilcomul Dey, ... | Midnapore School and Hooghly College, ... | 2nd Teacher of the Government aided School at Jeerat. | Midnapore January 1859, ... | Low 4th ditto. |
| Greesh Chunder Roy, ... | Midnapore School and Presidency College,... | Officiated for the 5th Master of the Midnapore School, | ... Ditto, ... | Ditto. |
| Abdoollah, ... | Calcutta Mudrissa and Presidency College,... | ... None, ... | ... Ditto, ... | Low 5th ditto. |
| Hurri Churn Mozoomdar, ... | Berhampore College,... | 4th Master in the Dinagepore School, | Dinagepore, January 1859, ... | 3rd ditto. |
| Rakhal Chunder Chatterjee, ... | Calcutta Free Church Institution, ... | Officiating 4th Master of the Balasore School, ... | Balasore January 1859, ... | Low 4th ditto. |
| Ashootosh Naug, ... | Balasore School, ... | ... None, ... | ... Ditto, ... | High 6th ditto. |
| Sreenath Dass. | Ditto. ... | None. ... | .. Ditto. | Low 6th ditto. |

| Names of passed Candidates. | Where Educated. | Employment at the time of Examination. | When and where Examined. | Grade of Certificate gained. |
|---|---|---|---|---|
| Bhoobun Mohun Raha, ... | Dacca College, ... | 3rd Master Balasore School now 4th Master Burrisaul School, ... | Burrisaul February 1859, ... | High 4th ditto. |
| Grish Chunder Chuckerbutty, | Burrisaul School and Dacca College, ... | Officiating, 8th Master, ... | ... Ditto, ... | Middle 4th ditto. |
| Prossono Coomar Bose, ... | Burrisaul School, ... | ... None, ... | ... Ditto, ... | Low 4th ditto. |
| Sosheebhoosun Sein, ... | ... Ditto, .. | ... None, ... | .. Ditto, ... | High 4th ditto. |
| Wooma Churn Ghose, ... | . Ditto, ... | .. None, ... | ... Ditto, ... | Ditto. |
| Aunundo Mohun Bose, ... | ... Ditto, ... | .. None, ... | ... Ditto, ... | High 5th ditto. |
| Punchanun Roy, ... | Burrisaul School, ... | ... None, ... | ... Ditto. ... | High 5th ditto. |
| Surbonundo Dass, ... | ... Ditto, ... | ... None, ... | ... Ditto, ... | Ditto. |
| Gooroo Nauth Sen, ... | ... Ditto, ... | ... None, ... | ... Ditto, ... | Middle 5th ditto. |
| Doorganundo Dass, ... | ... Ditto, ... | ... None, ... | ... Ditto, ... | Withheld in consequence of his not having passed the University Entrance Examination. |
| Essen Chunder Chuckerbutty, ... | ... Ditto, ... | ... None, ... | ... Ditto, ... | Ditto. |
| Sree Nauth Goopto, ... | ... Ditto, ... | ... None, ... | ... Ditto, ... | Ditto. |
| Bhugwan Chunder Chatterjee, | ... Ditto, ... | ... None, ... | ... Ditto, ... | Ditto. |
| Aunundo Chunder Ghose, ... | ... Ditto, ... | ... None, ... | ... Ditto, ... | Ditto. |
| Mohema Chunder Chatterjee, ... | ... Ditto, ... | ... None, ... | .. Ditto, ... | Ditto. |
| Ram Comul Sen, ... | ... Ditto, ... | ... None, ... | ... Ditto, ... | High 6th ditto. |

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| Umrito Lall Mookerjee, ... | Colootollah Branch School, ... | Head Master Madubpasha School, | ... Ditto, ... | Middle 4th Grade. |
| Hurry Kisto Doss, ... | Government English School at Dinagepore and afterwards in the Senior 4th Class of the Presidency College. ... | Head Master in the Government Vernacular Model School at Mohigunge in Zillah Rungpore. | Rungpore, February 1859.... | 4th Grade. |
| Woomachurn Chatterjee, ... | Jonye Training School, | 3rd Master of the Rungpore Zemindari School, ... | ... Ditto, ... | Ditto. |
| Kassee Kanth Mookerjee, ... | Dacca College, ... | Head Master of the Dacca Pogose School, ... | Dacca, March 1859, ... | High 2nd ditto. |
| Ishan Chunder Naug, ... | ... Ditto, ... | ... None, ... | ... Ditto, ... | Middle 2nd Ditto. |
| Tarreeny Prosaud Roy, ... | ... Ditto, ... | ... None, ... | ... Ditto, ... | Ditto. |
| Chunder Kant Sen, ... | Hooghly College .. | Head Master of the Rungpore Zemindary Training School, ... | Dacca March, 1859, ... | High 2nd ditto. |
| Cally Churn Chatterjee, ... | Dacca College, ... | 2nd Master of the Burrisaul School, | ... Ditto, ... | Ditto. |
| Bhoobun Mohun Raha, ... | ... Ditto, ... | 4th Master of Burrisaul School, ... | ... Ditto, ... | Low 2nd ditto. |
| Sadhoo Churn Seel, ... | ... Ditto, ... | 13th Master Dacca Collegiate School, | ... Ditto, ... | Middle 3rd ditto. |
| Bhugwan Chunder Bose, .. | ... Ditto, ... | 7th Master Dacca Collegiate School, | .. Ditto, ... | High 2nd ditto. |

| Names of passed Candidates. | Where Educated. | Employment at the time of Examination. | When and where Examined. | Grade of Certificate gained. |
|---|---|---|---|---|
| Shurrut Chunder Doss, ... | Commillah School and Dacca College, ... | 4th Master of the Government School, at Furreedpore, ... | Dacca, March 1859, ... | Low 3rd Grade. |
| Aunundo Chunder Sein, ... | Chittagong Government School and Dacca College, ... | 2nd Master of the Furreedpore Government School, | ... Ditto, ... | High, 3rd ditto. |
| Rojonee Coomar Dutto, ... | Dacca College, ... | ... None, ... | ... Ditto, ... | Low 2nd ditto. |
| Gour Mohun Bysack, .. | Ditto, ... | ... None, ... | ... Ditto, ... | Ditto. |
| Callynauth Dey, ... | Mymensing School and Dacca College, ... | ... None, ... | ... Ditto, ... | Middle 2nd ditto. |
| Deeno Nauth Sein, ... | Commillah Government School and Dacca College, ... | ... None, ... | ... Ditto, ... | High 2nd ditto. |
| Parbutty Churn Roy, ... | Dacca College, ... | ... None, . | ... Ditto, ... | Middle 2nd ditto. |
| Dwarkanauth Roy, ... | ... Ditto, ... | ... None, ... | ... Ditto, ... | High 3rd ditto |
| Jadub Chunder Chuckerbutty | Pubnah Government School and Dacca College, ... | ... None, ... | ... Ditto, .. | Low 2nd ditto. |
| Bussunt Chunder Doss, ... | Dacca College, ... | ... None, ... | .. Ditto, ... | Low 3rd ditto |
| Beeprodass Bhadoory, ... | Furreedpore Government School and Dacca College, ... | ... None, ... | ... Ditto, ... | High 4th ditto |
| Juggobundoo Roy, .. | Dacca College, ... | ... None, ... | ... Ditto, ... | Middle 4th ditto. |

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| Hurry Prosaud Ghuttuck, ... | Commillah Government School and Dacca College. ... | ... None, ... | ... Ditto, ... | Low 3rd ditto. |
| Raj Coomar Doss, ... | Burrisaul Government School and Dacca College, ... | ... None, ... | ... Ditto, ... | Ditto. |
| Hurray Kristo Doss, ... | Dinagepore Government School and Presidency College, ... | Head Master of the Mohigunge Model School, ... | ... Ditto, ... | High 4th ditto. |
| Tarreenykanth Doss ... | Commillah Government School and Dacca College, ... | 5th Master Commillah Government School, ... | ... Ditto, ... | Low 3rd ditto. |
| Mahomed Muzhur, ... | Cuttack, Government School, ... | Offg. Head Writer in the Office of the Inspector of Schools, South-West Bengal, and at present an Amlah in the Judge's Court at Cuttack, | Cuttack, March 1859, ... | Low 5th ditto. |
| Mr. P. Thomas, ... | Hooghly College, ... | Head Master of Aided Anglo Vernacular School Bhudruck, ... | ... Ditto, ... | High 3rd ditto. |

*Return of Candidates passed during the year for Employment or Promotion as Vernacular Teachers in the Education Department.*

| Names of passed Candidates. | Where Educated. | Employment at the time of Examination. | When and where Examined. | Grade of Certificate gained. |
|---|---|---|---|---|
| Narain Persad Paul, ... | Midnapore Government Vernacular School,... | None, studying in the School,... ... | Midnapore, January 1859, ... | High 6th Grade. |
| Shaik Dhanoo, ... ... ... | Ditto, ... ... ... ... | Ditto, ... ... ... ... | Ditto, ... ... | Ditto. |
| Ram Hurry Dey, ... ... | Ditto, ... ... ... ... | Ditto, ... ... ... ... | Ditto, ... ... | Low 6th Grade. |
| Gobind Prosad Dass, ... ... | Balasore School,... ... | None, studying in the School,... ... | Balasore, January 1859, ... | High 6th Grade. |
| Bhoobun Mohun Achargee, | Missionary School at Cuttack and subsequently in the Mohasingpore Vernacular School, ... ... ... | Librarian, Cuttack School, ... ... | Cuttack, March 1859, ... ... | Medium 5th Grade. |
| Gopeenath Goopt, ... ... | Burdwan Rajah's School, | None, ... ... ... ... | Ditto, ... ... | Ditto. |